

CURRICULUM COMMITTEE REPORT

The Curriculum Committee recommends the following courses to the Graduate Board for approval at its April 29, 2016 meeting.

New Courses:

CAN 599 Internship
ERS 554 Geomorphology Seminar

Modifications:

ECO 511 Macroeconomic Theory

April 25, 2016

To: Curriculum Committee:
Scott Delcourt
Ali Abedi
Pat Burnes
Deborah Rooks-Ellis
Grant Miles
Xuan Chen
Deborah Rollins
Matthew Biddle

Fr: Erin Twitchell, Administrative Specialist

The following courses will be discussed.

1. ECO 511

No Presentation

2. ERS 554

No Presentation



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Canadian-American Center
COURSE DESIGNATOR CAN COURSE NUMBER 599 EFFECTIVE SEMESTER Su 2016
COURSE TITLE Internship

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☒ New Course
☐ New Course with Electronic Learning¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- | | | |
|---|--|--|
| <input type="checkbox"/> Designator Change | <input type="checkbox"/> Prerequisite Change | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Number Change | <input type="checkbox"/> Credit Change | |
| <input type="checkbox"/> Title Change | <input type="checkbox"/> Cross Listing (must be at least 400-level) ² | |
| <input type="checkbox"/> Description Change | <input type="checkbox"/> Addition of Electronic Learning Component ¹ | |

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Dr. Stephen J. Hornsby</u>	<u>27/1/16</u>	<u>SH</u>
College(s) Curriculum Committee Chair(s) <small>(if applicable)</small> <u>CLAS Laura Artesani</u>	<u>2/9/16</u>	<u>LA</u>
College Dean(s) <u>Timothy M. Cobb</u>	<u>2/10/16</u>	<u>TC</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

CAN 599: Internship

Contract work for an external employer. Integrate academic and professional experience. Complete a daily journal and a final project. Eligibility: students from any graduate program whose studies relate to Northeastern Americas.

Prerequisites: GPA 3.0 or higher. Credit hours: 1 to 3

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- | | | | | |
|--|--|---|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input checked="" type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

N/A

Course Instructor (include name, position, teaching load):

This course is facilitated by an Internship Coordinator who has the credentials to be listed as a full faculty or adjunct.

Reason for new course:

There is no internship course specifically targeting the students who studies relate to Northeastern Americas. This is an interdisciplinary course - graduate students from any department shall be considered.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ☒ No. The department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

N/A

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

- a) Every semester: Fall, Spring, May Term and Summer Term
- b) No

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (include designator, number, title, prerequisites, credit hours):

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



Course Description and Syllabus

CAN 599: Internship

Course description:

CAN 599 provides students with an opportunity to integrate academic and professional experience through internships with external employers. Students utilize theories, knowledge and skills gained from academic courses related to understanding the economic, cultural, historical, and/or political relations in Northeastern Americas.

An internship experience provides the student with an opportunity to explore career interests, while applying academic training in a work setting. The experience also helps students gain a clearer sense of what they still need to learn, and provides an opportunity to build professional networks.

Number of credit hours:

This course can be structured to offer from one to three credits, depending on the requirements and needs of the student, and the parameters of the organization hosting the student as the intern. Students will work at the hosting organization 40 hours per week during May Term or Summer Term for a total of 4 weeks to qualify for 3 credits. Students will work during Fall or Spring Semester while taking classes at the hosting organization 10 hours per week for 15 weeks to qualify for 3 credits. (A student taking classes may not work in excess of 20 hours in any week).

Students must fulfill the minimum job hour requirement to qualify to receive credit for internships. Internship positions may be paid or non-paid, full-time or part-time. This course may be repeated if doing so is advantageous to the student's academic progress.

This course is graded, and can not be taken Pass/Fail.

Eligibility:

Students must be a Graduate Student in good academic standing with a GPA of 3.0 or higher, and have permission from the Internship Coordinator to register for the course.

Students must agree to participate in the internship according to the guidelines furnished by the supervising employer.

Applications are likely to be accepted from students who select an Internship which closely relates to their course of study.

Application

Application forms are available at the Canadian-American Center office at 154 College Ave, and may be requested by phone (207) 581-4225. They are also online at www.umaine.edu/canam.

Approval Process

Students shall,

- Discuss their internship proposal with an academic advisor, and identify number of credit hours
- Research appropriate internship setting and discuss requirements with on-site internship supervisor. Student may be asked to interview for the position and to complete training and/or employment forms
- Fill out Internship Application form which asks for duties to perform, a statement about what the student hopes to learn, how working there as an intern will further the student's academic and career goals, and a brief contract statement about the final product. This form will be approved before student registers for the course.
- Register for the course CAN 599
- Complete a Learning Contract with the Internship Coordinator which includes outlining the student learning outcomes. Include a schedule when assignments will be due.
- Meet with Internship Coordinator before, during and after internship period, will log hours worked, will write daily entries in a journal, and will complete a final project. This will be in addition to the work assigned at the job.

Instructional Materials:

The internship course does not require any specific texts or course materials. Students should check with their supervising organization or company to determine if they require any special preparation or study materials.

Grading and Course Expectations

The components of final course grade are dependent on timely completion of all assignments outside the work site, and the evaluation by student's supervisor of work completed and professional comportment at the work site.

The grading is based upon the student satisfactorily completing the assignment or task. Satisfactory means the assignment or task is turned in on time and the student clearly has taken the assignment seriously. A product that is thoughtfully completed, in-depth, and potentially useful to a future student considering the same internship will receive full points.

A=90-100; B=80-89; C=70-79; below 70 is Failing

<u>Points</u>	<u>Item</u>
10	Planning Meeting to review proposal, meeting with on-site supervisor, and application
5	Accepted application
5	Completed Learning Contract
10	Daily Journal (typed, complete sentences) submitted weekly
5	Daily Log of Hours
5	Check-ins with Internship Coordinator at least 3 times
10	Portfolio of work and materials completed
40	Final Paper or Project as described in the Learning Contract
10	Supervisor's Evaluation
<hr/>	
100	

Internship Coordinator

Name:

Phone:

E-mail address:

Coordinator's office hours:

Where students may send or post messages/assignments for Coordinator:

Internship Coordinator's Responsibilities:

- Meet/check-in with student at least 3 times
- Determine with the student his/her final assignment (examples: portfolio, reflection paper) and describe it on the application; read and approve the application.
- Grade all materials submitted (see student's requirements)
- Receive the Supervisor's evaluation and include in student's evaluation
- Submit a grade for the student at the end of the marking period.

University of Maine policy statements:**Academic Honesty Statement:**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement:

If you have a disability for which you may be requesting an accommodation, please contact Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course Schedule Disclaimer (Disruption Clause):

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Sexual Violence Policy:**Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



CAN 599 Internship Application Form

Application must be submitted and approved before enrolling in CAN 599

Part One (completed by **student applicant** and returned to Internship Coordinator)

Name _____ ID# _____ GPA _____

Campus Address _____

Home Address _____

Phone _____ Email _____

Degree program _____ Credit hours earned to date _____

Please list completed university-level courses that provide a background for this internship

Semester and year of internship _____ Credit hours sought: 1, 2, 3 (circle)

In an attachment of no more than two pages, please provide the following:

1. A brief and specific description of the duties you will perform during the internship.
2. A statement about what you hope to learn from the internship. Please also address how you anticipate this internship will help in your career and professional development, what aspects of your prior course work will be helpful to your successful completion of this internship, and how the internship will make use of your skills and knowledge learned in your university studies.
3. A brief, specific "contract" statement about the final 10-page paper or final project (examples: annotated portfolio, narrated video). Final paper/project shall include an introductory brief description of duties performed, a discussion section that integrates material from course work with internship experience, and a conclusion that details things you learned during the internship that relate to your major and/or minor.



Part Two (completed by **On-site Supervisor** and returned to Internship Coordinator to keep on file)

On-site Supervisor (print name) _____

Title _____

Email _____ Phone _____

Sponsoring business or organization _____

Address _____

Internship Dates: From _____ To _____

Wages, Salary, Stipend (if applicable) _____

Intern's duties, responsibilities and/or special training or requirements expected:

(attach further information, if needed)

I agree to supervise the above named student in the internship described, and provide a final evaluation upon completion to the student's Internship Coordinator. I understand that internships are for the benefit of the Intern and are considered to be a training opportunity for this student. I understand the relevant policies and regulations surrounding safety, risk management, liability, training, orientation, Fair Labor Standards Act (see attached flier), employment regulations, and will abide by them.

Signature of On-Site Supervisor _____ **Date** _____
(required)

PLEASE return as pdf to Internship Coordinator

Part Three

STUDENT:

I have read the requirements and understand the responsibilities of this internship. I understand where this course fits into my academic program of study. I accept my financial obligations to pay associated costs. I have discussed and understand the course requirements, and the amount of credit I will be awarded for this course.

Student Signature: _____ **Date:** _____
(required)

INTERNSHIP COORDINATOR:

I agree to fulfill the responsibilities as Internship Coordinator for this student's internship. These include: meeting with the student and conducting a minimum of 3 check-ins, grading all materials submitted, including the Supervisor's evaluation, and recommending a letter grade following student's completion of the additional assignment outlined in a learning contract.

Approval, Internship Coordinator _____ **Date** _____
(required)

FACULTY:

_____ I approve the internship described as an appropriate practical educational experience.

_____ I approve the internship with these conditions:

Approval, Faculty Advisor _____ **Date** _____
(required)

Approval, Associate Dean _____ **Date** _____
(required)



CAN 599 Internship On-Site Supervisor's Form to Evaluate Intern

Supervisor, please complete this form and return it directly to:

Internship Coordinator, Canadian-American Center, 154 College Ave., Orono, ME 04473, fx: 207-581-4223

Name of sponsoring organization: _____

Supervisor's Name: _____ Title: _____

Email address: _____

Student Intern's Name: _____

To the best of my knowledge, the Intern completed _____ hours of work during this internship

Please rate the performance of the intern in each of the following areas:

	LOW				HIGH
A. Dependability	1	2	3	4	5
B. Attitude toward work and colleagues	1	2	3	4	5
C. Initiative and independent thinking	1	2	3	4	5
D. Professionalism in speech, dress, and conduct	1	2	3	4	5
E. Responsiveness to directions, feedback	1	2	3	4	5
F. Quality of performance and work produced	1	2	3	4	5
G. Creativity in solving problems	1	2	3	4	5
H. Competency in skills required for successful work	1	2	3	4	5

What is your overall impression of the intern? (You may include a letter of reference as an attachment) . Thank you for your feedback, it is greatly appreciated!

Signature of Supervisor _____ Date: _____

Please check one:

- ☐ I would like this evaluation to remain confidential.
☐ This evaluation may be shared with the Intern.



CAN 599 Learning Contract

The student needs to develop a list of things that he or she wishes to learn or accomplish while completing the internship. The student should determine if the goals are appropriate for the particular internship by consulting with the on-site supervisor and the internship coordinator. The student then works with the on-site supervisor to determine how each of the student's goals will be reached.

Things that need to be included in the learning contract are: the total number of hours required at the internship site, the amount of credit to be earned, and any assignments the academic department and faculty coordinator require in order to receive credit.

The Student checks in with the Faculty Coordinator several times and reviews or revises the goals. Finally, the student and on-site supervisor shall meet at the end of the experience to determine if the pre-set goals have been reached. The student gives the on-site supervisor the Student Evaluation Form.

Student's Name: _____

Address: _____

Email: _____ **Phone:** _____

Faculty Coordinator: _____

Address: _____

Email: _____ **Phone:** _____

Employer: _____

Address: _____

Website: _____ **Phone:** _____

On-Site Supervisor: _____

Supervisor's Title: _____

Dates of Internship: _____ **# Hours Required at Worksite:** _____

Goals	Specific Ways to Reach Goals	Supervisor's initials

➤ **RETURN completed pages 1 and 2 to Internship Coordinator before beginning work**

Assignments to be completed to receive academic credit:

- ___ **Daily Log of hours worked**, include dates when you checked in with Internship Coordinator (at least three times), and include date you gave the On-Site Supervisor the Student Evaluator Form
- ___ **Daily Journal** of all major tasks engaged in each day, your observations, reactions, interactions
- ___ **Portfolio**, samples of works and other materials produced
- ___ **Final paper or project (ex: video)** as specified in the student's application and restated here:

Upon completion:

- ___ **Send a formal letter** of appreciation to your On-Site Supervisor
- ___ **Add the internship** to your LinkedIn page, and add it to your resume



CAN 599 Internship On-Site Supervisor's Form to Evaluate Intern

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Internship Coordinator, Canadian-American Center, 154 College Ave., Orono, ME 04473, fx: 207-581-4223

Name of sponsoring organization: _____

Supervisor's Name: _____ Title: _____

Email address: _____

Student Intern's Name: _____

To the best of my knowledge, the Intern completed _____ hours of work during this internship

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C. Initiative and independent thinking	1	2	3	4	5
D. Professionalism in speech, dress, and conduct	1	2	3	4	5
E. Responsiveness to directions, feedback	1	2	3	4	5
F. Quality of performance and work produced	1	2	3	4	5
G. Creativity in solving problems	1	2	3	4	5
H. Competency in skills required for successful work	1	2	3	4	5

What is your overall impression of the intern? (You may include a letter of reference as an attachment) . Thank you for your feedback, it is greatly appreciated!

Signature of Supervisor _____ Date: _____

Please check one:

_____ I would like this evaluation to remain confidential.

_____ This evaluation may be shared with the Intern.

- ## CAN 599 – Internship Grading Form

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to "for-profit" private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term "employ" very broadly as including to "suffer or permit to work." Covered and non-exempt individuals who are "suffered or permitted" to work must be compensated under the law for the services they perform for an employer. Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.¹

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
Contact Us

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

RECEIVED

MAR 30 2016

GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT

School of Economics

COURSE DESIGNATOR

ECO

COURSE NUMBER

511

EFFECTIVE SEMESTER

Fall 2016

COURSE TITLE

Macroeconomic Theory

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☐ New Course
☐ New Course with Electronic Learning¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change ☒ Prerequisite Change ☐ Other (specify) _____
☐ Number Change ☐ Credit Change
☐ Title Change ☐ Cross Listing (must be at least 400-level)²
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Tim Waring, Grad Coordinator, School of Econ.

3/18/2016

T.M.W.

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

EM Ashworth EN Ashworth

3/25/16

EAO 5/25/16

Graduate School

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
 2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (Include designator, number, title, prerequisites, credit hours):

ECO 511 - Macroeconomic Theory

An examination of the development of modern economic analysis with regard to employment, income distribution, and stabilization policies.

Prerequisites & Notes: permission.

Credits: 3

Proposed catalog description (Include designator, number, title, prerequisites, credit hours):

ECO 511 - Macroeconomic Theory

An examination of the development of modern economic analysis with regard to employment, income distribution, and stabilization policies.

Prerequisites: MAT 126 or equivalent. B or better in ECO 321, or equivalent, or permission.

Credits: 3

Reason for course modification:

Our prerequisites were out of date.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

RECEIVED

APR 05 2016

GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT

Earth and Climate Sciences

COURSE DESIGNATOR

ERS

COURSE NUMBER

554

EFFECTIVE SEMESTER

Fall 2016

COURSE TITLE

Geomorphology Seminar

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):☒ New Course☐ New Course with Electronic Learning¹☐ Experimental**MODIFICATION** (Check all that apply and complete Section 2):☐ Designator Change☐ Prerequisite Change☐ Other (specify) _____☐ Number Change☐ Credit Change☐ Title Change☐ Cross Listing (must be at least 400-level)²☐ Description Change☐ Addition of Electronic Learning Component¹**ELIMINATION:**☐ Course Elimination**ENDORSEMENTS** (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Scott Johnson

4-5-16

College(s) Curriculum Committee Chair(s) (if applicable)

Scott Delcourt

College Dean(s)

Edward Ashworth

4-5-16

Graduate School

Carol Kim

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hour(s)):

ERS 554. Geomorphology Seminar

Rotating topics in geomorphology (including glacial geology). Weekly discussion topic and related readings are chosen by participants. Can be taken multiple times for credit.

Prerequisites: Senior or Graduate standing in Earth and Climate Sciences or related fields.

Credits 2

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

None: Course is based on readings from the literature

Course Instructor (include name, position, teaching load):

Roger Hooke, Research Professor, 0 to 3 credits. Pro-bono.

Reason for new course:

Course is currently offered as ERS 602 (Selected Study in Geology II). Assigning the course a number will allow students' transcripts to more accurately reflect the topic of the course.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ☒ No. The department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This course will not affect any other courses in the programs.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Course will be offered every other year and will not result in overload salary payments as all of Hooke's teaching is pro-bono.

ERS 554 Syllabus and Course Description

Course Information

ERS 554 Geomorphology seminar

2 credits

Course description: Rotating topics in geomorphology (including glacial geology). Weekly discussion topic and related readings are chosen by participants. Can be taken multiple times for credit. Prerequisites: Senior or Graduate standing in Earth and Climate Sciences or related fields. Credits: 2

Prerequisites (previous courses, knowledge, and skills)

Seniors or graduate students in Earth and Climate Sciences or a related field

Faculty Information

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rogerhooke@gmail.com

The easiest way to get in contact with me is via email, although you should feel free to call my office.

Office Hours: Whenever I'm in my office or by appointment.

Instructional Materials and Methods

The published geological literature

Learning Outcomes

Course objectives: By the end of this course, students will have broadened their knowledge of a number of geomorphological topics and further developed their ability to critically analyze published work.

Expected outcomes: After successful completion of this course, students will be better equipped to become practicing professionals

Grading and Course Expectations

Grades will be based 50% on timely preparation of reading lists and 50% on active participation in the discussions including, but not limited to, (I) asking questions about parts of the papers they had difficulty understanding, (II) challenging conclusions of some of the authors based on evidence presented by other authors or on the student's own analysis of the topic being discussed, and (III) offering imaginative alternative approaches to the topic.

Grading Rubric: There are no exams in the course and no exercises that can be graded. Grading will be based on the subjective factors listed above.

Teaching Presentation: Each participant will be responsible for preparing between one and three reading lists (depending on class size) and for leading the discussion.

Exams: None.

Policies

Attendance

Attendance will be taken. Missing a class should be an extremely rare event.

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this

version.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

CLASS SCHEDULE

The class will meet once a week for 2 hours. Topics for discussion will be chosen by the student or faculty member leading the discussion for that week. Learning will be achieved by reading the assigned literature and absorbing the weekly discussion.

Assignments: Participants will be required to prepare reading lists for between 1 and 3 weeks, and to read the papers on each week's reading list. Reading lists will be due one week prior to the week in which the topic will be discussed. There are no exams or projects.