

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on May 10th, 2016 and recommends the following courses to the Graduate Board for approval at its May 19th, 2016 meeting.

New Courses:

EDT 542 Supporting Technology Integration through Professional Development and Training

EES 598 Special Seminar in Ecology and Environmental Sciences

INV 597 Independent Study in Innovation Engineering

SVT 512 Advanced Survey Law

Modifications:

EDT 560 Assessment in the 21st Century Classroom

INV 510 Innovation Engineering Accelerated I: Create & Communicate

INV 511 Innovation Engineering Accelerated II: Commercialize and Systems

SMS 544 Oceanography and Natural History of the Gulf of Maine



May 9, 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

Re: **Curriculum Committee, May 10th, 2016 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, May 10th at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:20 SVT 512

Knud Hermansen

2. 2:20-2:40 INV 510, 511, 597

Margo Lukens

3. 2:40-2:50 EES 598

Sarah Nelson

4. 2:50-3:00 SMS 544

No Presentation

The Graduate School



5775 Stodder Hall, Room 42
Orono, Maine 04469-5775
Tel: 207.581.3291
Fax: 207.581.3232
umaine.edu/graduate

5. 3:00-3:10 EDT 542/560

Ashley Montgomery



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

GRADUATE PROGRAM/UNIT MEd in Instructional Technology
COURSE DESIGNATOR EDT COURSE NUMBER 542 EFFECTIVE SEMESTER Sp 2017
COURSE TITLE Supporting Technology Integration through Professional Development and Coaching

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component ¹ to an existing course.

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

- ☒ New Course
☐ New Course with Electronic Learning ¹
☐ 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 Component ¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) Johanna Prince (MEd), J. Shernwell (STEM)	4.14.16 5/5/16	JEP JShernwell
College(s) Curriculum Committee Chair(s) (if applicable) [Signature]	5-5-16	MAE
College Dean(s) [Signature]	5-5-16	hew SMH
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):

Mentoring, coaching, and collaboration are all parts of a helpful and supportive approach to improving instructional practices. According to Carr, Herman & Harris (2005), "When these interactions are embedded in the school culture, a new synergy evolves and a shift occurs- a shift to the forward momentum of collaborative school improvement" (p.11). In this course, learners will integrate theories and models of professional development to create plans and activities that are aligned to the needs of their community as well as professional teaching standards. Learners will apply best practices in professional development design, incorporating the elements of teacher evaluation models, adult learning theory, professional learning communities, and instructional coaching.

Credits- 3

Prerequisite- EDT 520 or 540

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:

Handbook of Professional Development in Education: Successful Models and Practices (ISBN 9781462524976)
Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning (ISBN 9781416620242)
Professional Development That Sticks: How do I create meaningful learning experiences for educators? (ISBN 9781416621935)

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

Ashley Montgomery, Director of Teaching and Learning Collaborative (UMF), 1 course per academic year (FYS in the Fall semester)

Reason for new course:

The MEd in IT program is being revised and updated. This new course reflects the updated vision for the program, and the field of educational technology. Additionally, this course will also be part of the Certificate in Instructional Design.

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.

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?

This course will be offered online.

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>

EDT 542: Supporting Technology Integration through Professional Development and Coaching

Ashley Montgomery
[email] ashleym@maine.edu
[office] 329 Ed Center @UMF
[telephone] 778-7383

Course Description:

Mentoring, coaching, and collaboration are all parts of a helpful and supportive approach to improving instructional practices. In this course, learners will integrate theories and models of professional development to create plans and activities that are aligned to the needs of their community as well as professional teaching standards. Learners will apply best practices in professional development design, incorporating the elements of teacher evaluation models, adult learning theory, professional learning communities, and instructional coaching.

Course Objectives:

As a result of taking this course, students will know or be able to:

- Explore the challenges associated with adult learners in professional development settings.
- Recognize the impact of social interaction as a powerful learning tool and how these interactions can help establish effective learning communities in school settings
- Understand the impact of beliefs on teacher decision-making and learning with technology integration
- Discuss the role of the coach in improving technology integration in an educational setting
- Identify the key abilities necessary to use coaching strategies to bring about change.
- Evaluate personal skills in organizing for change, time management, record keeping, and managing resources to conduct professional development that is dynamic and effective.
- Create a collaborative professional development plan that includes coaching and evaluating teacher performance.

Class Texts:

Handbook of Professional Development in Education: Successful Models and Practices, PreK-12. Editors Linda E. Martin, Sherry Kragler, Diana J. Quatroche, & Kathryn L. Bauserman (The Guilford Press, April 2014, ISBN 978-1462515219)

Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning by Pam Robbins (ASCD, May 2015, ISBN-13: 978-1-4166-2024-2)

Professional Development That Sticks: How do I create meaningful learning experiences for educators? By Fred Ende (ASCD Arias, February 2016, ISBN-13: 978-1-4166-2193-5)

Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration by Judy F. Carr, Nancy Herman and Douglas E. Harris (ASCD, November 2005, ISBN-13: 978-1-4166-0296-5)

Course Requirements:

Class Participation (10%). Students will participate in various types of whole class and small group discussions that are both synchronous (Adobe Connect or Google Hangout) and asynchronous (Edmodo).

Students are expected to actively listen/read, raise questions, and encourage one another to think more deeply and more broadly. Students should remember that their responses to others and the expertise they lend to any discussion are as important as what they share about their own work.

Reading/Discussion Logs (20%). Students will keep a journal of their thoughts & questions related to the class readings.

Memoir (10%)

This writing will be a reflective piece that chronicles where students are at the beginning of this journey as a professional development leader/coach/mentor. This piece should address their concerns and questions as they embark on this new journey. Students should share what they know, want to know, and expect to learn in this course.

Individual Mentoring/Coaching Project (30%). For this project, students will develop a collaborative professional development plan that is competency-based, and includes professional growth, and evaluation metrics. Once planned, students will work for eight hours with one individual or a small group who is either a novice beginning teacher or who has expressed an interest in working on developing professionally in a specific area of technology integration. At the end of the project, students should reflect on how the professional development plan can improve teacher performance and student achievement.

Professional Development Workshop Project (20%).

Students will plan, design and deliver a one-hour training with supporting resources/materials to the class via a Google Hangout, Join.me or Adobe Connect session. Students can choose the topic for the professional development workshop. It may be related to the topic of their mentoring/coaching project and should include methods for evaluating teacher performance when implementing the subject of the workshop.

Final Reflective Narrative: My Learning Journey (10%)

Learning is a lifelong process and learners are constantly in the process of “outgrowing themselves”. Students in this class will also “outgrow themselves” as they engage in reading, writing, listening, speaking, and thinking as they move into the role of coach, mentor and designer of professional development. Many of their thoughts, ideas and reflections will be captured in your journals which will provide a rich resource for writing this reflective narrative. This final reflection should illustrate where students have “grown your knowing” through reading, discussion and reflecting. Students will write a five to seven page, double-spaced reflection of their learning journey and will address where they were when they began this journey, where they are now as learner and teacher and they will explore where they predict to go next in their career.

University of Maine Policies and Information

1) 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.

2) 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.

3) Course Schedule Disclaimer: 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.

4) 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/>

RECEIVED

MAY 04 2016

GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Ecology and Environmental Sciences
 COURSE DESIGNATOR EES COURSE NUMBER 598 EFFECTIVE SEMESTER Fall 2016
 COURSE TITLE Special Seminar in Ecology and Environmental Sciences

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
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Leader, Initiating Department/Unit(s)

Sarah J. Nelson4/26/16SN

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

College Dean(s)

EN Ashworth5/3/16ENB

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):

EES 598: Special Seminar in Ecology and Environmental Science

The conservation and management of natural resources entail dynamic social, economic, and scientific problems. Students investigate a natural resource topic of current national or international concern. Topics vary. Repeatable with change in topic. Pass/fail. Department consent required.

1-3 credits

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:

Not applicable.

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

Varies.

Reason for new course:

This course will be an elective course to meet the needs of both faculty and students for an EES topics course with a pass/fail grading option.

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.

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

Variable.

EES 598: Special Seminar in Ecology and Environmental Sciences

Spring 2016, Mondays 3-4pm, 107 Norman Smith Hall

Course Instructors: Amanda Ellis and David Hart

Contact information for Amanda Ellis:

Office: 231 Nutting Hall

Office Hours: By appointment

Email and Phone: amanda.ellis338@gmail.com (207) 624-2173 (c) *I respond to text message.

Course Description and Learning Outcomes:

In our efforts to tackle complex issues at the intersection between society and nature (e.g., climate change, materials and solid waste management, renewable energy, marine fisheries), we need to increase our collective capacity to develop solutions that link knowledge with action. The purpose of this seminar is to explore a variety of strategies for linking diverse forms of knowledge with individual and institutional actions that can accelerate the transition to a sustainable future (i.e., meeting human needs while protecting the planet's life support systems).

Upon successful completion of this course, students will be able to:

- Compare and think critically about diverse approaches for solving sustainability problems.
- Articulate the ways in which each speaker uses different forms of disciplinary knowledge to achieve an integrated understanding of a particular sustainability problem.
- Describe pathways by which universities can increase their capacity to help society understand and solve sustainability problems

Course Requirements:**I. Weekly Seminar Reflection:**

Each week you will write a one-page reflection on the seminar, which will be submitted by noon every Friday (via email) unless otherwise noted. *Late responses will not be accepted and will not receive credit.* The purpose of the reflection is to help you process the content and reflect critically about each seminar. The responses can be creative in form, but they need to contain a brief overview of the seminar (main points of the presentation), your reaction to the seminar (i.e., do you agree or disagree with the points raised? Why or why not?), and how you think the seminar relates to key issues in sustainability. The response is also an opportunity for you to ask any questions you might have about presentation content and/or relate seminar content to your personal interests. All responses should be formatted

accordingly: 1.5 spaced, size 12 Times New Roman Font, and 1-inch margins. Please take the time to proofread your response before submission.

II. Final Class and Cumulative Response

Our last class will be held on Monday May 2nd. Please note that attending the last class is mandatory (unless you have an excused absence and prior arrangements have been made). During this class we will review and discuss some of the key themes that emerged during the seminar series. At the end of the class students will be given a writing prompt that encourages critical, holistic engagement with the seminar series. The cumulative response will be due (via email) Monday May 9th by 5pm. Additional information about the cumulative response (i.e. formatting, length, etc.) will be distributed after spring break.

III. Attendance:

Attendance and punctuality are an integral part of this course. If you miss a seminar it is your responsibility to provide the instructor with appropriate documentation. Please note that more than two unexcused absences, and/or missing the final May 2nd class will result in a failing grade for the course.

Excused Absences: In case of tragedy or severe illness only, individual arrangements may be made. If you must miss class because of a University-sponsored athletic event or other activity, you must provide appropriate documentation. Job interviews, make-up tests in other classes, and meetings with other instructors are not excusable absences.

Unexcused Absences: More than two unexcused absences will result in failure of the course. *Please note:* If you are absent on Monday (unless arrangements are made) you cannot turn in a response, for that week, since you were not present for the respective seminar.

IV. Participation (student engagement):

Respect for presenters is of the utmost importance. Please make sure you have silenced your cellular device before each presentation. Furthermore, students should refrain from sidebar conversations, texting, or visiting social media and other websites (unrelated to the seminar) during presentations. Students are allowed to use their computers or tablet devices to take notes.

V. Blackboard:

Blackboard will serve as forum and resource for students. For example, interested students can start group discussions, ask questions, post articles, share their reflection papers, etc. In addition, instructors will be posting background information about the speakers and articles that relate to seminar topics. Utilizing Blackboard is optional, but will help enhance student-learning outcomes.

VI. Grading:

This course is "pass or fail" - letter grades will not be awarded. To pass this course, each student must:

- Have no more than two unexcused absences.
- Have missed no more than two reflections.
- Have received no more than two responses with a score of "1."
- Attend the final class (May 2nd) and turn in their final reflection piece (due May 9th)
- Be engaged during each seminar session.

Reflections: Student learning and growth is important. Every week, the instructor, (using the point scale below) will assess your response. Instructor feedback is an opportunity for students to grow academically and help ensure that they are understanding and engaging with the seminars. All students should strive to make the most of their reflections.

Point Scale (0-4 scale)	Description
4	<ul style="list-style-type: none"> • Response has few or no grammatical mistakes and is formatted correctly. • Response is logically organized. • Central ideas are well developed and clarity of purpose is exhibited throughout the paper. • Response exhibits critical and careful thought. • Examples are vivid and specific.
3	<ul style="list-style-type: none"> • Response has some grammatical errors, but is formatted correctly. • Response has a clear organizational structure with some digressions, ambiguities or irrelevances. • Central idea and clarity of purpose are generally evident throughout the essay. • There are good supporting examples.
2	<ul style="list-style-type: none"> • Response has several grammatical errors and is not formatted correctly. • There is some level of organization, but there are many digressions and ambiguities. • The response is difficult to follow. • Central ideas are expressed, but they are too vague or broad to adequately follow.

	<ul style="list-style-type: none"> • There are some examples and evidence, though they are general.
1	<ul style="list-style-type: none"> • No format and many grammatical errors. • There is no organization to the paper and it is difficult to follow. • Central idea and clarity are absent. • Little or no evidence of careful thought, analysis, or insight. • Few or no examples/evidence.
0	The assignment was not completed.

VII. Course Schedule:

This schedule may change. Any changes will be announced via email and/or before class.

Date:	Seminar:	Reflection Due:
January 25 th	<i>From Anthropogenic Ecosystems to Zoonoses: Emerging Issues in Conservation</i>	January 29 th (Friday) by 12pm.
February 1 st	<i>Whose Knowledge Matters, Anyway? The Science of Stakeholder Engagement.</i>	February 5 th (Friday) by 12pm.
February 8 th	<i>Changing the Narrative: How do we make Sustainable Food Systems Sustainable?</i>	February 12 th (Friday) by 12pm.
February 15 st	<i>When Farming is like Fishing: Helping Farmers Understand Landscape Effects, Lessons from the Bee Mapper</i>	February 19 th (Friday) by 12pm.
February 22 nd	<i>Second Nature: A Historian's Search for</i>	February 26 th (Friday) by 12pm

	<i>Sustainability in New England.</i>	
February 29 th	<i>Maine Lakes...Living on the Edge?</i>	March 4 th (Friday) by 12pm.
March 7 th	Spring break-no seminar	Enjoy break!
March 14 th	Spring break-no seminar	Enjoy break!
March 21 st	<i>Anticipating Surprises: The Role of Winter Weather-Climate Variability on Lake Ice Regimes in Maine</i>	March 25 th (Friday) by 12pm
March 28 th	<i>Bridging the Gap between Science and Policy: Lessons Learned from the Delaware River Watershed</i>	April 1 st (Friday) by 12pm
April 4 th	TBA Daniela Miteva, The Nature Conservancy	April 8 th (Friday) by 12pm
April 11 th	TBA	April 15 th (Friday) by 12pm
April 18 th	<i>Frederick Law Olmstead: Saving, Creating and Sustaining America's Natural World.</i>	April 22 nd (Friday) by 12pm
April 25 th	<i>Maine's Energy Planning Roadmap: An Opportunity for Collaboration</i>	April 29 th (Friday) by 12pm

May 2 nd	Course wrap-up and feedback.	Final reflection piece due May 9 th (Monday) by 5pm.
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VIII. University of Maine administrative policy statements

Academic honesty:

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:

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 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 any of your teachers about sexual 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.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise— for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

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

On campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

Off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other 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/>

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

SVT512, Advanced Survey Law. This course will cover applicable law related to surveying from the location of property boundaries to the operation of a surveying business. Lec. 3, Cr. 3

Prerequisites: None

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 Instructor (include name, position, teaching load):

Knud E. Hermansen, Professor of Surveying Engineering Technology, 3-5 undergraduate courses/semester

Reason for new course:

The surveying engineering track under the Professional Science Masters (PSM) in Engineering and Business currently has 22 students. This course will be aligned with 5 other SVT graduate courses in related areas of SVT. The course will become one of six possible (four required) surveying engineering courses in the surveying engr. option of the PSM. It will be taught on-line once a year with approximately 10 students. The instructor has provided numerous on-line courses and webinars for many state bar, surveying, and engineering societies.

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.

None

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?

The course is offered on-line via Blackboard; lectures are captured and can be replayed. No salary overload will exist.

THE UNIVERSITY OF MAINE
NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses

GRADUATE PROGRAM/UNIT Innovation Engineering

COURSE DESIGNATOR INV PROPOSED COURSE NUMBER 597 EFFECTIVE
SEMESTER Fall 2016

COURSE TITLE Independent Study in Innovation Engineering

REQUESTED ACTION NOTE: A complete Syllabus is required for all new courses and for the addition of an electronic component to an existing course.

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

☒ New Course

☐ New Course with Electronic Learning Component

☐ Experimental

MODIFICATION (Check all that apply and complete Section 3):

☐ Designator Change

☐ Prerequisite Change

☐ Other (specify) _____

☐ Number Change

☐ Credit Change

☐ Title Change

☐ Cross Listing (must be at least 400-level)

☐ Description Change

☐ Addition of Electronic Learning component

ELIMINATION:

☐ Course Elimination

ENDORSEMENTS (Print name)

Sign Initials

Date

Leader, Initiating Department/Unit

Margo Lukens, Director of IE Academic Programs

ML

5/9/2016

INV Curriculum Committee Chair/or member

CHARLSYE DIAZ

CSD

5/9/2016

Graduate Curriculum Committee

Graduate School

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

INV 597 Independent Study in Innovation Engineering
Cr: 3 Prerequisites: INV 510 and INV 511 and permission
With approval of curriculum committee and director of academic program, students may create a plan of study for one semester with the guidance of a faculty member in Innovation.

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 type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input checked="" type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

N/A

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

Margo Lukens, Director of IE Academic Programs (3/2), and other members of Innovation faculty

Reason for new course:

INV 597 is for students who are ready to engage in independent work in Innovation, either on a project of their own creation or in collaboration with faculty or other persons whose work offers opportunity for development and application of innovative ideas.

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?

Irregularly, as appropriate.

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>

INV 597 – INDEPENDENT STUDY IN INNOVATION ENGINEERING

STUDENT NAME _____ PHONE _____

ADDRESS _____ EMAIL _____

SEMESTER OF PROPOSED INDEPENDENT STUDY _____

PROJECT DESCRIPTION:

Write a brief description of what you wish to accomplish through this course. List learning goals and propose activities you will undertake for achieving them.

List and describe presentations, publications or other products that will result.

How will work be evaluated? What criteria will be used?

How often do you expect to meet or send reports to the instructor?

What, if any, resources will be required for the completion of this course?

What is the latest date that all course documentation will be submitted for evaluation? _____

STUDENT SIGNATURE DATE

PROJECT ADVISOR SIGNATURE DATE

PROGRAM DIRECTOR SIGNATURE DATE



INV 597 Independent Study in Innovation Engineering

Course Description

With approval of curriculum committee and director of academic program, students may create a plan of study for one semester with the guidance of a faculty member in Innovation. May be repeated for credit.

Number of credit hours: 3

Prerequisites: INV 510 & INV 511 and PERMISSION

Faculty Information:

Margo Lukens, Director of IE Academic Programs
Student Innovation Center 108
Phone: 581-1401
lukens@maine.edu

Course Goals

Goals will vary from project to project.

Textbook Title(s) and Other Required Course Materials

There is not a required text, however, students must use the innovationengineeringlabs.com portal to record their weekly progress on the project and use this site as a place to hold all supporting documentation.

Project Description Form

Students will be expected to compose a project description form (attached) in conjunction with their project advisor. Enrollment will be approved only after form has been submitted to and signed by the Director of IE Academic Programs.

Academic Integrity

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.

Disabilities Statement

If you have a disability for which you may be requesting an accommodation, please contact the Director of Disabilities Services, 121 East Annex, 207.581.2319, as early as possible in the term.

Electronic Learning Requirements and Resources

Basic computer literacy is important for this course. This would include access to a computer, general knowledge of common computer skills for basic electronic communications such as First Class email access and Blackboard, and at a minimum the ability to work in simple text documents. This course uses an online learning environment that requires the ability to watch videos, enter text in an online environment and to upload files. Some students have completed this course using a smartphone or tablet, but a laptop computer that allows the above is the ideal tool for taking this course. If you need assistance with technology please visit the Instruction Technologies help website at <http://ithelpcenter.umaine.edu/>

Nonsexist Language

The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning, even if they are not intended to be.

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/>

Nondiscrimination Notice

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.

RECEIVED



THE UNIVERSITY OF
MAINE

APR 25 2016
GRADUATE SCHOOL

**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses**

GRADUATE PROGRAM/UNIT Surveying Engineering Technology
CURRENT COURSE DESIGNATOR SVT CURRENT COURSE NUMBER 512
EFFECTIVE SEMESTER Spring 2018
TITLE Advanced Survey Law

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) <u>Jude Pearse, Sch. of Engr. Tech.</u>		<u>Judith Pearse</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>Mohamad Musavi</u>	<u>[Signature]</u>	<u>4-21-16</u>
College Dean(s) <u>Dana Humphrey</u>	<u>[Signature]</u>	<u>4/22/16</u>
Dean and Associate Provost for Graduate Studies _____	_____	_____

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 Dean and Associate Provost for Graduate Education.

SECTION 2 (FOR COURSE MODIFICATIONS):

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

SVT512, Advanced Survey Law. This course will cover applicable law related to surveying from the location of property boundaries to the operation of a surveying business. Lec. 3, Cr. 3

Prerequisites: None

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Signature:

Email: ray.hintz@umit.maine.edu

SVT 512 – Advanced Survey Law

Catalog Description: SVT512, Advanced Survey Law. This course will cover survey law from the location of property boundaries to the operation of a surveying business. Lec. 3, Cr. 3

Prerequisites: None

Required Texts: None

Optional Texts: None

Academic Integrity: 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.

Disabilities (ADA) Statement: Students with disabilities who may need services or accommodations to fully participate in this class should contact Disability Services in 121 East Annex, (voice) 581-2319, (TTY) 581-2325 as early as possible in the semester.

Class Disruption: In the event of an extended disruption of normal class 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.

SVT 512 – Advanced Survey Law

Catalog Description: SVT512, Advanced Survey Law. This course will cover survey law from the location of property boundaries to the operation of a surveying business. Lec. 3, Cr. 3

Prerequisites: None

Required Texts: None

Optional Texts: None

Academic Integrity: 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.

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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.

SVT 512 – Advanced Survey Law

References: Homework answers will be discussed in class as required.

Disabilities: Students that require course adaptations or accommodations because of a disability, should contact the coordinator for Services for Students with Disabilities, Onward Program at 581-2319.

Instructor: Knud E. Hermansen
P.L.S., P.E., Ph.D., Esq.
Professor
Knud.Hermansen@umit.maine.edu

Office: Room 119, Boardman Hall

Mailboxes: Campus mailbox for the instructor is found in 119 Boardman Hall.

Office Hours: Office hours are one hour prior to the start of class. If the posted office hours are not convenient, an appointment can be made.

Telephone: 207-581-2168 (Office & Voice Mail)

Biography: Knud E. Hermansen is an attorney, professional engineer, and professional land surveyor licensed in several states. His education includes a Ph.D. in Civil Engineering from the Pennsylvania State University and a J.D. (Doctorate in Law) from West Virginia University. Knud is a Professor at the University of Maine.

Topics: See Outline

Projects: See Outline

Class Exams: Exam 1 — TBA
Exam 2 — TBA
Exam 3 — TBA
Exam 4 — See final exam schedule

Grading Policy:

First Exam	15%
Second Exam	15%
Third Exam	20%
Final Exam	25%
Homework, Exercises, & Quizzes	25%
Total	100%

Grading Scale:

Max. Score	Grade	Min. Score
100≥	A	≥90

SVT 512 – Advanced Survey Law

90>	B	≥80
80>	C	≥70
70>	D	≥65
65>	F	0

Course Learning Outcomes: Upon completion of the course, the student will...

1. Understand how what business entity is best for a surveying practice;
2. Know how to prepare contracts, use mechanics liens, employ small claims court and use copyright law to aid in receiving pay;
3. Apply the rules of construction to determine the location of easement and riparian boundaries;
4. Be able to resolve senior title to gaps and overlaps;
5. Use alternate dispute resolution to resolve contentious disputes; and
6. Act as a competent expert witness.

Course Delivery: Blackboard; Lectures are captured and can be replayed

Measurement of Outcomes: Examination and homework

Homework: One or more homework problems will be assigned every period. They will be due as noted on the schedule. It is the responsibility of the student to see the problems are turned in on time.

All homework assignments are due no later than one week after the topic has been completed in lecture. Homework can be sent to the instructor by e-mail. HOMEWORK WILL NOT BE ACCEPTED AFTER THE START OF THE CLASS. All problem answers will be graded on the following relative scale:

Exemplary and correct response	10/10
Correct response	9/10
Minor problem	8/10
A problem or several minor problems	7/10
A major problem	< 7/10

Grammar, spelling, clarity, neatness, and punctuation will be considered in the editor's grade. You may check your response with other students. However, your work should be independent. No two responses should be exactly the same. Your response to the questions should substantially comply with the format found in the handouts.

Exams: Exams will be multiple choice (similar to the NCEES Land Surveyor's Exam). Exams will be approximately 30-40 questions and last for at least one hour and fifteen minutes. Any student that misses a scheduled exam will receive a "0" for their exam grade unless they have contacted and received permission from the instructor prior to the exam time. There are two exceptions: 1) the student is in the hospital and 2) the student is in jail. In both cases, their name should appear in the local paper.

Makeup Exam: There will not be any make-up exams for students that miss an exam

SVT 512 – Advanced Survey Law

without prior permission of the instructor. There are two exceptions to this policy: 1) the student is in jail or police custody or 2) the student is in the hospital. Because makeup exams use different questions and lack a sufficient population for proper analysis, the makeup exam may be more difficult.

SVT 512 – Advanced Survey Law

Lecture Topics	Hours	Assignments
Business Entities	2	
Contracts	2	
Exam 1	2	
Mechanics Liens	2	Prepare Partnership Agreement (wk 2)
Copyright Law	2	Week 3 Exam
Negotiable Instruments	1	Prepare a Written Contract (wk 4)
Employment Law	2	
Retirement Planning	1	Flow Chart of Mechanics Lien Statute (wk 5)
Litigation & Liability	1	
Alternate Dispute Resolution	2	Calculate Overtime Payments (wk 6)
Expert Witness Services	2	Week 7 Exam
Small Claims Court	1	Report on a Small Claims Court (wk 8)
Exam 2	2	
Survey Documentation	6	Prepare Boundary Arbitration Agmt (wk 9)
Rules of Construction	2	
Easements & Location	2	Prepare a Clause for Survey Report (wk 10)
Exam 3	2	
Riparian Boundaries	2	Prepare Notice to Neighbor (wk 11)
Servitudes & Covenants	2	Week 12 Exam
Boundaries by Agreement	2	Prepare Covenants for Subdivision (wk 13)
Record Research	1	
Overlapping Title	1	Prepare a Boundary Agreement (wk 14)
Total	42	



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT MEd in Instructional Technology
COURSE DESIGNATOR EDT COURSE NUMBER 560 EFFECTIVE SEMESTER F16
COURSE TITLE Assessment in the 21st Century Classroom

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)		
Johanna Prince (MEd), J. Shemwell (STEM)	4/14/16 5/6/16	JKP J. Shemwell
College(s) Curriculum Committee Chair(s) (if applicable)		
Whit L. Brooks	5-5-16 4-11	DRE J. Shemwell
College Dean(s)		
J. Shemwell	5/5/16	JSW
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):

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 type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

EDT 560 Applying Technology to Assessment in Education
Evaluation and integration of technology-based assessment tools for PK-12 schools, including electronic portfolios, digital grading programs and other digital tools.
Prerequisite: EDS 520
3 credits

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

Title: Assessment in the 21st Century Classroom
Students will first explore the traditional vocabulary used for assessment and learning. Students will then evaluate, discuss, reflect upon, and consider the implications of integrating technology and digital assessment tools in the PK12 classroom to support knowledge acquisition and creation of new knowledge. Students will look through a variety of lenses for students understanding and assessment including ISTE, SAMR, and Bloom's among others.
Prerequisite: EDT 520 or permission of instructor
3 credits

Reason for course modification:

The MEd in IT program is being revised and updated. We believe this new course description and title reflect the updated vision for the program, and the field of educational technology.

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>

THE UNIVERSITY OF MAINE
NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses

GRADUATE PROGRAM/UNIT _____ Innovation Engineering _____

COURSE DESIGNATOR _____ INV _____ PROPOSED COURSE NUMBER 510 _____ EFFECTIVE SEMESTER _____ Fall 2016 _____

COURSE TITLE _____ Innovation Engineering Accelerated I: Create & Communicate _____

REQUESTED ACTION NOTE: A complete Syllabus is required for all new courses and for the addition of an electronic component to an existing course.

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

☐ New Course

☐ New Course with Electronic Learning Component

☐ Experimental

MODIFICATION (Check all that apply and complete Section 3):

☐ Designator Change

☐ Number Change

☒ Title Change

☒ Description Change

☐ Prerequisite Change

☐ Credit Change

☐ Cross Listing (must be at least 400-level)

☐ Addition of Electronic Learning component

☐ Other (specify) _____

ELIMINATION:

☐ Course Elimination

ENDORSEMENTS (Print name)

Sign Initials

Date

Leader, Initiating Department/Unit

Margo Lukens, Director IE Academic Programs

ML

5/9/2016

INV Curriculum Committee Chair/or member

CHARLSE DIAZ

CSD

5/9/2016

Graduate Curriculum Committee

Graduate School

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

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 type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

INV 510 Innovation Engineering Accelerated

Cr. 3—Graduate standing or permission

Provides students tools and confidence to lead the creation, communication, and commercialization/realization of meaningfully unique ideas in any field. Students will learn a systematic approach to creativity, practices and principles of precise, persuasive concept writing, and key components of commercialization/realization. Methods include group and individual problem-solving, business simulation and case studies, and work with real-world inventors and businesses.

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

INV 510 Innovation Engineering Accelerated I: Create and Communicate

Cr: 3 Prerequisite: graduate standing or permission.

Provides students tools and confidence to lead the creation and communication of meaningfully unique ideas in any field. Students will learn a systematic approach to idea generation, practices and principles of precise, persuasive concept writing.

Reason for course modification:

We want to balance the content of INV 510 and 511 so that each course covers half of the 48 INV skills--1-24 in INV 510 and 25-48 in INV 511. Current description puts 75% of skills in 510 and only 25% in 511.

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>

THE UNIVERSITY OF MAINE
NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses

GRADUATE PROGRAM/UNIT Innovation Engineering

COURSE DESIGNATOR INV PROPOSED COURSE NUMBER 511 EFFECTIVE SEMESTER Spring 2017

COURSE TITLE Innovation Engineering Accelerated II: Commercialize and Systems

REQUESTED ACTION NOTE: A complete Syllabus is required for all new courses and for the addition of an electronic component to an existing course.

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

- ☐ New Course
☐ New Course with Electronic Learning Component
☐ Experimental

MODIFICATION (Check all that apply and complete Section 3):

- | | | |
|--|---|--|
| <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 checked="" type="checkbox"/> Title Change | <input type="checkbox"/> Cross Listing (must be at least 400-level) | |
| <input checked="" type="checkbox"/> Description Change | <input type="checkbox"/> Addition of Electronic Learning component | |

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name) Sign Initials Date

Leader, Initiating Department/Unit

Margo Lukens, Director IE Academic Programs

ML

5/9/2016

INV Curriculum Committee Chair/or member

CHARLES YE DIAZ

CSD

5/9/2016

Graduate Curriculum Committee

Graduate School

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

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 type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

INV 511 Experience: Innovation Engineering Case Study

Cr: 3 Prerequisite: INV 510 or permission

Through weekly case studies and in rapidly changing peer teams, students generate ideas, articulate innovations through writing, and research potential technologies and markets in the context of real-world businesses or nonprofit organizations. Through this process students will learn to identify the best opportunities and to set up systems for generating and implementing new ideas in a wide range of organizations.

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

INV 511 Innovation Engineering Accelerated II: Commercialize and Systems

Cr: 3 Prerequisite: INV 510

INV 511 provides students tools and confidence to lead the commercialization of meaningfully unique ideas in any field. Students will learn how to organize and use systems for innovation.

Reason for course modification:

We want to balance the content of INV 510 and 511 so that each course covers half of the 48 INV skills--1-24 in INV 510 and 25-48 in INV 511. Current description puts 75% of skills in 510 and only 25% in 511.

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

MAY 04 2016
GRADUATE SCHOOLNEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT

School of Marine Sciences

COURSE DESIGNATOR

SMS

COURSE NUMBER

544

EFFECTIVE SEMESTER

Spr 2017

COURSE TITLE

Oceanography and Natural History of the Gulf of Maine

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)

David W. Townsend, Assoc. Dir. Res & Grad. Ed.

Apr. 11, 2016

DT

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

David W. Townsend

Apr. 11, 2016

DT

College Dean(s)

E N Ashworth

May 3, 2016

EAC

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.

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

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|--|--|--|--|---------------------------------|
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Text(s) planned for use:

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

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Reason for new course:

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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.

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

--

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?

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SECTION 2 (FOR COURSE MODIFICATIONS):

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

SMS 544 - Oceanography and Natural History of the Gulf of Maine

Class examines the basic workings of the Gulf of Maine: its geological history, basic marine biology and oceanography, nutrient dynamics, and various biological processes, from phytoplankton blooms to commercial fisheries and associated management issues. Class will also explore the impacts of human interactions in the Gulf, especially those related to fisheries, pollution, coastal processes and other recent global warming-related changes.

Credits: 2

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

SMS 544 - Oceanography and Natural History of the Gulf of Maine

Class examines the basic workings of the Gulf of Maine: its geological history, basic marine biology and oceanography, nutrient dynamics, and various biological processes, from phytoplankton blooms to commercial fisheries and associated management issues. Class will also explore the impacts of human interactions in the Gulf, especially those related to fisheries, pollution, coastal processes and other recent global warming-related changes.

Credits: 3

Reason for course modification:

The only change is the number of credits, from 2 to 3. The reason is that the class has grown and now includes more material than when first designed. It is no longer possible to cover the new course load with only 2 contact hours, and 3 contact hours are needed, necessitating the change in Credits from 2 to 3.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

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ESL Credit Changes: <https://umaine.edu/graduate/resource/esl-curriculum/>