

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee recommends the following courses to the Graduate Board for approval at its March 30th, 2017 meeting.**

### *New Courses:*

DIS 570 Interdisciplinary Project in Disability Studies  
DIS 590 Selected Topics in Interdisciplinary Disability Studies  
ECO 504 Behavioral and Experimental Economics

### *Modified Courses:*

DIS 670 Interdisciplinary Project in Disability Studies  
PSY 520 Biological Bases of Infancy  
PSY 522 Social Development in Children  
PSY 651 Child Psychopathology and Therapy  
EHD 521 Evaluation of Instruction  
EHD 533 Dynamics of the Curriculum  
EHD 586 Seminar: Action Research in PreK-12 Schools  
EHD 587 Practicum: Action Research in PreK-12 School  
ERS 525 How to Build a Habitable Planet

March 13, 2017

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

The following courses will be presented on **Tuesday, March 14<sup>th</sup> at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:20 PSY 520, 522, 651

No Presentation

2. 2:20-2:30 EHD 521, 533, 586, 587

No Presentation

3. 2:30-2:50 DIS 570, 590, 670

Stephen Gilson

4. 2:50-3:00 ECO 504

Carol Noblet

5. 3:00-3:10 ERS 525

Karl Kreutz/Aaron Putnam



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

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Curriculum, Assessment, and Instruction  
COURSE DESIGNATOR EHD COURSE NUMBER 533 EFFECTIVE SEMESTER Fall 2017  
COURSE TITLE Dynamics of the Curriculum

#### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change ☒ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☒ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

#### **ELIMINATION:**

- ☐ Course Elimination

#### ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

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

College Dean(s)

\_\_\_\_\_  
Graduate School [sign and date]

1. 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):

### **EHD 533 - Dynamics of the Curriculum**

Examines problems and issues of curriculum development common to all areas of instruction and all educational levels. Provides an opportunity to acquire concepts and skills which may be applied to the curriculum development process in local school districts.

#### **Prerequisites & Notes**

EHD 202, EHD 203, EHD 204 or equivalents.

Credits: 3

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

### **EHD 533 - Dynamics of the Curriculum**

Contextualizes and examines contemporary models of curriculum development common to all areas of K-12 instruction. Trends and philosophical frameworks underpinning development, planning, implementation, and evaluation are compared and evaluated for students to acquire skills applicable to current curriculum development processes.

Credits: 3

Reason for course modification:

The new description more accurately reflects the content of the course. The current prerequisites (three undergraduate courses) have been eliminated because undergraduate teacher preparation and/or teaching experience is a requirement of admission to the CA&I program, and the current prerequisite prevents students in the CA&I program from self-registration through MaineStreet.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



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GRADUATE SCHOOL

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

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GRADUATE PROGRAM/UNIT Curriculum, Assessment, and Instruction

COURSE DESIGNATOR EHD COURSE NUMBER 521 EFFECTIVE SEMESTER Fall 2017

COURSE TITLE Evaluation of Instruction

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change ☒ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☒ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☒ Title Change ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

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**Leader, Initiating Department/Unit(s)**

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

College Dean(s)

Graduate School [sign and date]

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## 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):

### **EHD 521 - Evaluation of Instruction**

A basic course for elementary and secondary school teachers. Emphasis on utilizing various strategies of evaluation in classroom and school.

#### **Prerequisites & Notes**

EHD 202 or permission.

Credits: 3

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

### **EHD 521 - Classroom Practice to Improve Learning**

Evidence based classroom practice and the skills to construct and sustain challenging instruction and a healthy learning environment. Individual and group reflection on research findings from educational psychology, brain development and learning, universal design, effective schools, effective teaching, student diversity, social foundations and educational assessment.

Credits: 3

Reason for course modification:

The new title indicates that this is a course on classroom practice to improve learning, not, as currently categorized in the graduate catalog, on "measurement and testing." The new description more accurately reflects the content of the course. The current prerequisite (an undergraduate course) has been eliminated because undergraduate teacher preparation and/or teaching experience is a requirement of admission to the CA&I program, and the current prerequisite prevents students in the CA&I program from self-registration through MaineStreet.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.





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Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erln.twitcheil@maine.edu](mailto:erln.twitcheil@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Economics

COURSE DESIGNATOR ECO COURSE NUMBER 504 EFFECTIVE SEMESTER Fall 2017

COURSE TITLE Behavioral and Experimental Economics

## REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change ☐ Description Change ☒ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

## ELIMINATION:

- ☐ Course Elimination

## ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

*M. P.*

1.13.17

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

*John A. [Signature]*

1/13/17

**College Dean(s)**

**Graduate School** [sign and date]

1. 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):

Experimental research continues to demonstrate that the economic decisions of individuals and groups deviate, sometimes dramatically, from those predicted by the standard economic theory's rational actor model. Behavioral economics seeks to explain the economic decision making of consumers and citizens, as psychologically complex, cognitively limited, emotional, social decision makers. This course explore the foundations of behavioral economics and develops skills in designing and conducting economic experiments for the development of new behavioral insights. Topics include bounded rationality, prospect theory, reference dependence, social preferences, anchoring, framing and priming, moral balancing, and applications of behavioral economics to public policy. The semester culminates in the creation of an experimental research proposal. ECO 404 and 504 cannot both be taken for credit.

Prerequisite: ECO 420 or permission Cr. 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 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:

There is no required textbook for this course. The course will rely primarily on academic journal articles for course reading assignments, with some 'popular text' readings (ex: Nudge by Thaler and Sunstein) and texts for students and early researchers (ex: The Behavioral Economics Guides 2015-2016).

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

Caroline L. Noblet, Assistant Professor, School of Economics, 2-3 courses per year

Reason for new course:

Behavioral economics was taught as an experimental course in the spring of 2016 to undergraduates only. The course was well received and brings together complimentary fields of economics, psychology and communication. Behavioral and Experimental Economics are growing sub-fields of economics, as reflected by dedicated journals to the topic. The graduate student version of this course is being offered because graduate students made a direct request to the Director of the School of Economics and myself.

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.

There are no other courses being offered on Behavioral and Experimental Economics. Students from multiple disciplines, particularly those that use experimental social science technique (e.g. psychology, communication) may be interested in taking this course.

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 will be offered through the college as a regular economics course. The course will be offered on an alternating year basis.

## **ECO 404/504: Behavioral and Experimental Economics Fall 2017**

### **Course Information**

Days: TBD [SOE intends for this course to occur in Fall 2017] (3 credits)

Time: TBD

Prerequisites: ECO 120 or permission for 404, ECO 420 or equivalent or permission for 504

### **Faculty Contact Information**

Caroline L. Noblet, Ph.D., School of Economics

Office: 305 Winslow Hall

Phone: (207) 581-3172

Email: [caroline.noblet@maine.edu](mailto:caroline.noblet@maine.edu) (please put course name in subject line)

Location of mailbox: 2<sup>nd</sup> floor Winslow Hall – in copy/mail room

### **Course Description:**

Experimental research continues to demonstrate that the economic decisions of individuals and groups deviate, sometimes dramatically, from those predicted by standard economic theory's rational actor model. Behavioral economics seeks to explain the economic decision-making of consumers and citizens, as psychologically complex, cognitively limited, emotional, social decision-makers. This course explores the foundations of behavioral economics and develops skills in designing and conducting economic experiments for the development of new behavioral insights. Topics include bounded rationality, prospect theory, reference dependence, social preferences, anchoring, framing, and priming, moral balancing, and applications of behavioral economics to public policy. The semester culminates in the creation of an experimental research proposal. ECO 404 and 504 cannot both be taken for credit

### **Course Learning Outcomes<sup>1</sup>:**

After successful completion of this course students will be able to:

1. Identify, describe, and analyze the way in which consumers and citizens make decisions, and how or why choices may deviate from economic models;
2. Describe how behavioral economic insights may be used in design and implementation of policy;
3. Use tools of the behavioral and experimental economics field, including review of key literature, and design an experiment to test hypothesis surrounding human decision making

### **SOCIAL CONTEXTS AND INSTITUTIONS GENERAL EDUCATION REQUIREMENT:**

This courses satisfies the University of Maine Requirement for General Education in the area of Human Values and Social Contexts: Social Contexts and Institutions.

"Courses included in the Social Contexts and Institutions category focus upon the ways in which social contexts shape and limit human institutions (defined broadly to include customs and relationships as well as organizations). The specific focus may be upon ways in which social contacts and institutions interact with

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<sup>1</sup> The stated objectives and outcomes address the learning outcome goals for the University of Maine's general education requirement for the area of Social Contexts and Institutions.

human values, the role of institutions in expressing cultural values, or the social and ethical dimensions attendant upon particular academic disciplines.”

## Text and Readings:

There is **no required textbook** for this course. This course will rely primarily on academic journal articles for course reading assignments (see list after course schedule) which are accessible through the UMaine library (URSUS) and/or google scholar and/or google classroom  
<https://classroom.google.com>. Code: TBD.

In addition to articles in the field, we will draw upon some popular books, and resources from the Society for the Advancement of Behavioral Economics (these will be made available to you)

- Thinking Fast and Slow. Daniel Kahneman. Farrar, Straus and Giroux. 2011
- Nudge. Richard Thaler and Cass Sunstein
- The Economic Approach to Human Behavior. Gary Becker
- The Behavioral Economics Guide 2015 (with an introduction by Dan Ariely). Samson, A. (Ed.)(2016). [Note there is also a 2014 & 2015 version] Retrieve from <http://www.behavioraleconomics.com>.

Other Resources you might like (but these certainly aren't needed for class):

- Notes on the Theory of Choice – David Kreps (nice introduction to classic decision theory)
- The Handbook of Experimental Economics – J. Kagel and A. Roth, Princeton University Press. 1995.
- Behavioral Game Theory: Experiments on Strategic Interaction. Princeton, 2003
- Policy and Choice: Public Finance through the Lens of Behavioral Economics. Congdon, Kling and Mullainathan. Brookings Institution Press 2011.  
<http://www.brookings.edu/research/books/2011/policyandchoice>
- Misbehaving: The Making of Behavioral Economics. Richard Thaler
- Predictably Irrational. Dan Ariely
- The UnDoing Project. Michael Lewis (others by this author depending on your interest)

## Evaluation of Work and Grading

Grading: The overall grade for the course will be determined by the following weights:

Mid-term Exam	15%
Final Exam	15%
Reading, class, checkins	10%
Discussion Leader	10%
Assignments	15%
Research Experimental Proposal	35% (total, see below for breakdown)

Final grades will be assigned as follows: A (anything above a 90); B+ (87-89); B (83-86.9); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (59.9 or less).

- (1) Exams: Exam dates will be as follows. There will be a final exam, the final exam will be cumulative. A make-up exam will be given only if: there is an extremely good reason, written verification is provided, and the student notifies the professor within 48 hours of the missed exam (and preferably prior to the exam). The structure of the exam will be discussed as the date approaches but in general the questions will be drawn from material discussed in class and in the readings, but not necessarily covered explicitly in both. The questions, like economics, will be mostly analytical.

Mid-term ExamTBD  
TBDFinal Exam

- (2) *Readings, Class Participation and Check-ins (10%)*: Students are expected to be reading the course materials assigned and attending/participating in class. We will have in-class assignments that sometimes will be completed individually and sometimes in groups. Two classes can be missed with no penalties (i.e. up to full 10 pts), but three classes or more will result in deduction from overall grade (unless they are excused) as follows: 3-5 misses (maximum of 8 out of 10pts), 6-8 misses (maximum of 6 out of 10 pts), 9-11 misses (maximum of 3 out of 10 pts).
- (3) *Discussion Leader (10%)*: The first 10-15 minutes of each Friday will be dedicated to 'activate discussion' [except the first week of class]. Each student (with one to two other people) will be a Discussion Leader during the semester. This will be an opportunity for Discussion Leaders to help us reflect back on what we have talked about that week. Ideas for leading may include: a game or activity, a popular media article or blog post related to our topic at hand, a video/movie clip/song related to our topic, a policy or marketing design/implementation, a poem, dancing, etc. *Creativity is encouraged*. Each discussion leader will be evaluated by their peers and the professor. In previous years of this course, this was a hit!
- (4) *Assignments, Response Papers and Experiment Participation (15%)*: During the semester you will be asked to complete several homework assignments. They will give you a chance to apply what you learn in class and make connections to policy &/or work in the field or engage in reading response. These assignments may include: (1) response papers to readings, (2) assist or participate in economic experiments, (3) other assignments. Assignments will be turned in to our google classroom (as appropriate). Late work will be accepted, but will be penalized. Assignments turned in after the beginning of class but on the same day will be assessed a 25 percent penalty. Assignments turned in after the due date but by the beginning of the next class will be assessed a 50 percent penalty.
- (5) *Experimental Research Proposal (35%)*: Every student is expected to develop an experimental research proposal –you may work in teams of up to 4. If you choose to work in a team, you will be responsible for assessing the work of your fellow team members, as well as assessing the work of other teams.
- *Concept paper (10%)*: **Due 10/16**. This is an outline of your idea (what are your hypothesis), along with at least two references (literature) to support your idea (what works has been done in this area?, what would your idea add?) and a start on your methods.
  - *Presentation of Research Proposal (10%)*: **Weeks of 11/27 and 12/4** (exact dates to be determined in class, and depends on group size arrangements).
  - *Final Research Proposal (15%)*: **December 8, 2017 (by 11:59pm)**. Your final research proposal will read like a journal article – what are your hypothesis, what literature supports your idea including how your idea adds to the literature, a description of methods, what you

would expect (or hope) had you analyzed your data<sup>2</sup> and implications. *Further details and guidance will be provided during the semester.*

\*\*\* There may be an opportunity to seek CUGR or other funding for students who wish to continue work on their proposal after class has ended. [*see Behavioral Economics Guide 2015, pg 9-23 for some preliminary guidance on starting your proposal*]

### Technology

**Class Website:** We will be using Google Classroom (<https://classroom.google.com>). You can join our class using code: xxxx.

**URSUS:** To access many of the articles from the field we will be using URSUS via Fogler Library.

**Email:** I welcome contact via email with course-related questions and do not want to discourage anyone from doing so; however, I hope that you will first attempt to use your resources (e.g., your syllabus, handouts, your peers, office hours, etc.) to address your questions before sending an email. I expect emails to me from students (and vice versa) to be composed professionally with complete sentences and proper English writing style with no spelling mistakes or cryptic abbreviations (i.e., an email is not a text message), a clear subject line and a clear, concise question. During the weekdays, I reserve the right to have at least a 36-hour turnaround time for answering emails and on weekends, the time will be 60 hours. My work schedule may vary depending on conference travel, demands of other courses and research deadlines - I might have personal life as well, so please be patient.

### University Policies

**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 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

<sup>2</sup> I do not expect students to analyze data in 404. However, it is important to think through results and what these results would imply for policy, design of marketing, etc. Students in 504 will be asked to analyze actual data.

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/>

### **Additional Requirements for ECO 504 Students**

Students enrolled in 504 will be receiving credit for a graduate level course. Therefore, course expectations will differ from the students enrolled in 404.

ECO 504 students are expected to:

- (1) Complete all 'optional' homework questions.
- (2) Complete at least one additional journal article per week than the undergraduate students and incorporate this reading into the reading response papers. These extra readings may be from the syllabus, or they may choose to find one on the topic that is not listed.
- (3) Participate in a bi-weekly meeting with me (as a group – we will arrange the time at the start of the semester) to allow for further in-depth discussion of topics.
- (4) Complete exam that may differ from the ECO 404 exams through: more difficult questions, additional questions, or different types of questions.
- (5) Complete the Research Experiment paper with no more than one other graduate student. Unlike the undergraduate students, the paper should include analysis on actual data<sup>3</sup>. An appendix to your journal article must include additional items
  - a. Identify how the selected topic ties into their thesis or research interest including whether or not this project has altered how they will approach their thesis or future research.

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<sup>3</sup> If you do not have data to work with, I have some that can be analyzed. Alternatively, you can design an experiment that could be carried out with our class. Also, pending grants may allow me to engage students in the class in data collection during the fall.



- b. Identify three potential journal outlets for this type of work<sup>4</sup>, and justify their choices. I am not expecting actual submission for purposes of the class, but rather identifying appropriate journals for your work is an important skill for graduate students.
- (6) Serve as a mentor to one of the undergraduate Research Experiment Proposal groups. Graduate students will be matched with undergraduate groups based on topic interest (and is dependent upon course enrollment). Graduate students should be prepared to help mentor the group they are assigned and will assist in evaluation of final Research Experiment.

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<sup>4</sup> For a start on this – take a look at the Behavioral Economics listing:

<https://www.behavioraleconomics.com/academic-journals/> - but remember, this should also match with your research topics which may not fit into a behavioral journal.

**COURSE SCHEDULE**

Please be advised that changes to this schedule will be announced, as necessary, during class.

<b>Week &amp; Dates</b>	<b>Topic</b>	<b>Assignments/Notes</b>
1 8/28	Introduction, Utility Maximization	
2 9/4 [No class 9/4]	Utility Maximization, Expected Utility Model	Reading Response #1 Due Designate Discussion Leaders by Topic
3 9/11	Bounded Rationality	Reading Response #2 Due
4 9/18	-Reference Dependent Preferences - In class time for experiment	-Reading Response #3 Due - Come prepared to identify an area of interest for your experiment proposal
5 9/25	Reference Dependent Preferences	Reading Response #4 Due
6 10/2	Risk and Uncertainty, Learning some Tools	Reading Response #5 Due - IRB Training DUE
7 10/9 [Fall Break]	Concept Paper work - In class time for experiment	Review IRB Prepare concept outline for graduate student review
8 10/16	Intertemporal Choice and Discounting	Reading Response #6 Due 10/16; Concept Paper DUE
9 10/23	Temptation, Self-Control and Behavioral Finance	Reading Response #7 Due
10 10/30	Other Regarding Preferences & Reciprocity	IRB Application for experiment DUE
11 11/6	Other Regarding Preferences & Reciprocity	Reading Response #8 Due No Class 11/10 Veterans Day
12 11/13	Environmental, Natural Resource and Energy	Reading Response #9 Due
13 11/20 [Thanksgiving Break]	Advances in Behavioral Economics	Reading Response #10 Due on paper of your selection (see Week 13 notes)
14 11/27	Research Experimental Proposal Presentations and Demonstrations	Presentation of Research Proposals
15 12/4	Research Experimental Proposal Presentations and Demonstrations	Presentation of Research Proposals *Final Paper Due 12/8 at 11:59 pm*

[Last Day is 12/8]		
Finals Week 12/11		

**Readings** (\*= Key class readings, at least one per week will be selected for response papers)  
I am putting more on here than anyone could ever read in a semester. But for those truly interested – I wanted you to have resources! I also include some thinking questions at the start of each week – these are great kickoffs for class discussion and/or a reading response paper (and something to think about for your proposals too!)

## Week 1

### Introduction

*Where to begin? Let's start with what's what: 'what is behavioral economics?' Is it the same as experimental economics? How about economic psychology?'*

1. \*Psychology and Economics. Matthew Rabin. Journal of Economic Literature. 1998
2. \*Amos Tversky and the Scent of Behavioral Economics. David Laibson and Richard Zeckhauser, Journal of Risk and Uncertainty. 1998
3. \*Matthew Rabin, "A Perspective on Psychology and Economics," European Economic Review 46 (2002), 657-685 <http://dx.doi.org/10.1016/S0014-2921%2801%2900207-0>
4. Camerer, Colin F. and Loewenstein, George. Behavioral Economics: Past, Present, Future.
5. Stefano Dellavigna, "Psychology and Economics: Evidence from the Field," Journal of Economic Literature 47 (2009), 315-372

*Starting Key terms: behavioral economics, experimental economics, economic psychology*

## Weeks 1 & 2

### Utility Maximization

*The most basic model in all of economics is that people make choices to maximize their utility. How can we test this model, and does it provide a good description of behavior? We will also discuss the relationship between 'utility' and 'happiness'*

1. The Causes of Preference Reversal "Amos Tversky, Paul Slovic and Daniel Kahneman. American Economic Review, 1990
2. What Do You Think Would Make You Happier? What Do You Think You Would Choose?" Benjamin, Daniel J., Ori Heffetz, Miles S. Kimball, and Alex Rees-Jones, American Economic Review, 2012
3. \*Daniel Kahneman, "Maps of Bounded Rationality; Psychology for Behavioral Economics," American Economic Review 93 (2003), 1449-1475
4. \* Daniel Kahneman and Richard Thaler, "Anomalies: Utility Maximization and Experienced Utility," Journal of Economic Perspectives, 20:1 (Winter, 2006), pp. 221-234. <http://www.jstor.org/stable/30033642>
5. \* "When Choice is Demotivating: Can One Desire Too Much of a Good Thing?", Iyengar, S. S., M. R. Lepper, Journal of Personality and Social Psychology, 2000
6. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, 179-211. [Note: This is a HEAVILY used model in psychology!]

*Starting Key terms: expected utility, experienced utility, remembered utility, procedural utility, social utility, happiness, rational (rationality), Choice architecture (framing, defaults, decoys), sunk costs*

### Week 3

#### Bounded Rationality

*Economic models typically assume that decision makers have no important constraints on their ability to make rational decisions. What happens if we relax that assumption?*

\*Daniel Kahneman, "Maps of Bounded Rationality: Psychology for Behavioral Economics," American Economic Review 93 (2003), 1449-1475 (from his Nobel Lecture!)

1. Search and Satisficing. Andrew Caplin, Mark Dean and Daniel Martin, American Economic Review, 2011
2. Salience and Consumer Choice., Pedro Bordalo, Nicola Gennaioli and Andrei Shleifer, Mimeo, 2012
3. From Intentions to Actions: A Model and Experimental Evidence of Inattentive Choice, Mimeo, Dmitry Taubinsky, 2013

*Starting Key Terms: rational (rationality), bounded rationality, choice overload (see also decoy effect), dual system theory (system 1 vs. system 2 of the brain)*

### Weeks 4 & 5

#### Reference Dependent Preferences

*Evidence suggests that people tend to make our choices based on a reference point (think about how 50 degrees feels in October versus in March). We will review the evidence, and consider means of capturing this reference dependence [note: for now we will focus on individual level decisions, but later on public policy decisions]*

1. \*Kahneman, Daniel, Jack Knetsch, and Richard Thaler, "Anomalies: The Endowment Effect, Loss Aversion, and Status Quo Bias," Journal of Economic Perspectives 5 (1991), 193-206
2. \*Rabin, Matthew, and Richard Thaler, "Anomalies: Risk Aversion," Journal of Economic Perspectives 15 (2001), 219-232
3. \*Kőszegi, Botond, and Matthew Rabin, "A Model of Reference-Dependent Preferences," Quarterly Journal of Economics 121 (2006), 1133-1166
4. Thaler, R. H. (1992). The winner's curse. *Across the Board*, 29, 30-30.
5. Kahneman, D., Knetsch, J.L., and Thaler, R.H. Experimental Tests of the Endowment Effect and the Coase Theorem. *The Journal of Political Economy*, 98 (6) (1990)
6. Mental Accounting Matters. R.H.Thaler *J. Behav. Dec. Making*, 12: 183-206 (1999)

*Starting Key Terms: anchoring, heuristics, priming, endowment effect, loss aversion, status quo bias, cognitive bias (see also confirmation bias),*

### Week 6

Risk and Uncertainty AND Learning some tools

*In many cases we have to make choices amongst alternatives that lead to risky and uncertain outcomes. How do models fair in predicting these choices, and what do we need to consider to improve?*

1. \*"Prospect Theory: An Analysis of Decision under Risk", Kahneman, Daniel, and Amos Tversky, Econometrica, 1979
2. "Developments in Non-expected Utility Theory: The Hunt for a Descriptive Theory of Choice under Risk," Chris Starmer, Journal of Economic Literature, 2000

*Starting Key Terms: risk, uncertainty, weighting of probabilities, availability/representativeness heuristic, optimism bias, Prospect Theory,*

Learning some methods and tools

*Data collection is key to Behavioral and Experimental Economics. What tools are out there? What do we as researchers need to do to ensure quality data – but also protect our participants?*

Tools:

1. veconlab - collect your own data
2. qualtrics-online survey tool

\*Protecting Participants: Institutional Review Board for the Protection of Human Subjects (IRB):  
<http://umaine.edu/research/faculty/research-compliance/institutional-review-board-for-the-protection-of-human-subjects-irb/>

**Week 7**

You should be reading literature for your concept paper.

**Week 8**Intertemporal Choice and Discounting

*Why is a "bird in the hand worth two in the bush?"*

1. \*George Loewenstein and Richard Thaler, "Anomalies: Intertemporal Choice," Journal of Economic Perspectives 3 (1989), 181-193
2. \*Loewenstein, G. and D. Prelec (1992) "Anomalies in Intertemporal Choice: Evidence and Interpretation," Quarterly Journal of Economics, 1992:573-97
3. Loewenstein, O'Donoghue, and Frederick. A review of intertemporal choice. J Economic Literature, 90,: 351-401, 2002
4. Frederick, Shane, George Loewenstein, and Ted O'Donoghue, "Time Discounting and Time Preference: A Critical Review," Journal of Economic Literature 40 (2002), 351-401

*Starting Key Terms: time preference, discounting, hyperbolic discounting, present-biased preferences, intertemporal choice, projection bias*

**Week 9**Temptation, Self-Control and Implications for Behavioral Finance

*Many of the issues that individuals face - obesity, under saving, smoking, drugs - appear to relate to issues of self-control. How do we model and understand temptation, and the role it plays on choice?*

1. Guest Lecturer: Christian Brayden – information on our April Experiments (reading TBA)
  2. \*Fudenberg, Drew and Levine, David. A dual self model of impulse control. February 2005. 7  
[http://post.economics.harvard.edu/faculty/fudenberg/papers/dual\\_self.pdf](http://post.economics.harvard.edu/faculty/fudenberg/papers/dual_self.pdf)
  3. \*Della Vigna, Stefano and Ulrike Malmendier. Overestimating self-control: Evidence from the health club industry, Nov 2003.  
[http://emlab.berkeley.edu/users/sdellavi/wp/self\\_control\\_nov03.pdf](http://emlab.berkeley.edu/users/sdellavi/wp/self_control_nov03.pdf)
- Della Vigna, Stefano and Malmendier, Ulrike. 2006. Paying Not to Go to the Gym. American Economics Review, 96(3) p. 694-719
4. \*Benartzi, Shlomo and Richard Thaler, "Behavioral Economics and the Retirement Savings Crisis," Science 339 (8 March 2013), 1152–1153
  5. De Bondt, W. F., & Thaler, R. H. (1994). *Financial decision-making in markets and firms: A behavioral perspective* (No. w4777). National Bureau of Economic Research.

*Starting Key Terms: self-control, mental accounting*

## Week 10 & 11

### Other Regarding (or not) Behaviors

*Fairness, reciprocity and altruism are often underrepresented in economic models. Evidence suggest these are important constructs in decision making - how can we improve our understanding of the role they play in individual choice?*

1. \*Vincent P. Crawford and Juanjuan Meng, "New York City Cabdrivers' Labor Supply Revisited: Reference- Dependent Preferences with Rational-Expectations Targets for Hours and Income," American Economic Review 101 (2011), 1912-1932
2. \*A Theory Of Fairness, Competition, And Cooperation" Ernst Fehr & Klaus M. Schmidt, Quarterly Journal of Economics, 1999
3. "Understanding Social Preferences With Simple Tests," Gary Charness & Matthew Rabin, The Quarterly Journal of Economics, 2002
4. Rabin, M. (1993) "Incorporating Fairness into Game Theory and Economics," American Economic Review, 83(5):1281-1302. (Monster paper; a recipe for how to do behavioral economics)

*Starting Key Terms: reciprocity, social norms, halo effect, herd behavior*

## Week 12

### Environmental, Natural Resource and Energy

*Economic decisions and environmentally preferred behavior are often seen as being 'at odds' with one another. What light can behavioral and experimental economics shed on this issue?*

1. \*Shogren, J.F., and Taylor, L.O. (2008). On Behavioral-Environmental Economics, Review of Environmental Economics and Policy, 2 (1), 26-44.
2. \*Noblet, Caroline L., Anderson, Mark W., and Teisl, Mario F. (2015) Thinking Past, Thinking Future: An Empirical Test of the Effects of Retrospective Assessment on Future Preferences. *Ecological Economics* 114, 180-187.
3. \*Noblet, Caroline L., Teisl, M.F., Evans, K., Anderson, M.W., McCoy, S.K., and Cervone, E. (2015). Public Preferences for Investments in Renewable Energy Production and Energy Efficiency. *Energy Policy* 87 (December), 177-186
4. Anderson, Mark W., Teisl, Mario F. and Noblet, Caroline L. 2012. Giving Voice to the Future in Sustainability: Retrospective Assessment to Learn Prospective Stakeholder Engagement. *Ecological Economics* 84, 1-6.
5. \*Thøgersen, John and Caroline L. Noblet, 2012. Does Green Consumerism increase the acceptance of windpower? *Energy Policy* 51, 854-862.
6. **For those interested** – See the 2010 Environmental Resource Economics Special Issue on Behavioral Economics and the Environment (Volume 46)

*Starting Key Terms: context (in)dependant, moral licensing, spillover effect, framing effects*

### Week 13

Students will locate a journal article on a topic of interest in Behavioral Economics that has been published in the past two years (i.e. 2015 to 2017). They will prepare a reading response on this paper, being prepared to note what is new and exciting about this paper – how does it advance behavioral economics? I note some topics and seminal works in that area below, you may consider looking who has cited these works.....

### Public Policy

1. Daniel Benjamin and David Laibson (2003): "Good Policies for Bad Governments: Behavioral Political Economy," in *How Humans Behave: Implications for Economics and Economic Policy*, FRBB Conference Series 48.  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=696361](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=696361)
3. Alex Rees-Jones. 2014, "Loss Aversion Motivates Tax Sheltering: Evidence from U.S. Tax Returns," <http://ssrn.com/abstract=2330980>

### Sports

1. Richard Thaler and William Ziemba, 1988. "Pari-mutuel Betting Markets: Racetracks and Lotteries," *Journal of Economic Perspectives*, vol. 2(2), pages 161-74, Spring.  
<http://www.jstor.org/stable/pdfplus/1942856.pdf>

### Neuroscience and Economics

2. Camerer, C., Loewenstein, G., & Prelec, D. (2005) Neuroeconomics: How neuroscience can inform economics. *Journal of Economic Literature*, 43, 9-64.

### Equilibrium in Games and Strategy

3. Costa-Gomes, M. et. al. (2003) "Experimental studies of strategic sophistication and cognition in normal-form games," *Econometrica*, 69:1193-1235. (Masterpiece of careful interaction of theory and design)
4. Ho, Camerer and Chong. 2005. The economics of learning models: A self-tuning theory of learning in games. <http://www.hss.caltech.edu/~camerer/AER2004.pdf>

5. Camerer, Colin F., Teck-Hua Ho, and Juin Kuan Chong, "A psychological approach to strategic thinking in games," *Current Opinion in Behavioral Sciences* (forthcoming)
6. Colin Camerer, Teck-Hua Ho, and Juin Kuan Chong, "A Cognitive Hierarchy Model of Games," *Quarterly Journal of Economics* 119 (2004), 861-898; <http://www.jstor.org/stable/25098704>





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

GRADUATE PROGRAM/UNIT Center for Community Inclusion and Disability Studies

CURRENT COURSE DESIGNATOR DIS CURRENT COURSE NUMBER 670

EFFECTIVE SEMESTER Summer 2017

TITLE Doctoral Interdisciplinary Project in Disability Studies

### REQUESTED ACTION:

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

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

- ☐ New Course
- ☐ New Course with Electronic Learning<sup>1</sup>
- ☐ 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)<sup>2</sup>
- ☒ Description Change ☐ Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
<b>Leader, Initiating Department/Unit(s)</b> <u>Alan Cobo-Lewis</u>		Alan B. Cobo-Lewis <small>Digitally signed by Alan B. Cobo-Lewis DN: cn=Alan B. Cobo-Lewis, o=University of Maine, ou=Center for Community Inclusion and Disability Studies, email=alcob@maine.edu, c=US Date: 2016.12.13.10:02:07 -0500</small>
<b>College(s) Curriculum Committee Chair(s) [if applicable]</b> 		
<b>College Dean(s)</b>		
<b>Dean and Associate Provost for Graduate Studies</b>		

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 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):

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

**Reason** for course modification:

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination



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

GRADUATE PROGRAM/UNIT Center for Community Inclusion and Disability Studies

CURRENT COURSE DESIGNATOR DIS CURRENT COURSE NUMBER DIS 570

EFFECTIVE SEMESTER Summer 2017

TITLE Masters Interdisciplinary Project in Disability Studies

### REQUESTED ACTION:

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

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

☒ New Course

New Course with Electronic Learning<sup>1</sup>

☐ 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)<sup>2</sup>

☐ Description Change

☐ Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

☐ Course Elimination

**ENDORSEMENTS (Print name)**

**Date**

**Sign Initials**

**Leader, Initiating Department/Unit(s)**

Alan Cobo-Lewis

Alan B.  
Cobo-Lewis

Digitally signed by Alan B. Cobo-Lewis  
DN: cn=Alan B. Cobo-Lewis, o=University  
of Maine, ou=Center for Community  
Inclusion and Disability Studies,  
email=alan@maine.edu, c=US  
Date: 2010.12.12 10:33:00 -0500

**College(s) Curriculum Committee Chair(s) [if applicable]**

**College Dean(s)**

**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 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):

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

**Reason** for course modification:

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination



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

GRADUATE PROGRAM/UNIT Center for Community Inclusion & Disability Studies

CURRENT COURSE DESIGNATOR \_\_\_\_\_ CURRENT COURSE NUMBER \_\_\_\_\_

EFFECTIVE SEMESTER Summer 2017

TITLE DIS 590 Selected Topics in Interdisciplinary Disability Studies

### REQUESTED ACTION:

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

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

- ☒ New Course
- ☒ New Course with Electronic Learning<sup>1</sup>
- ☐ 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)<sup>2</sup>
- ☐ Description Change ☐ Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS (Print name)**

**Date**

**Sign Initials**

**Leader, Initiating Department/Unit(s)**

Alan Cobo-Lewis

Alan B. Cobo-Lewis

Digitally signed by Alan B. Cobo-Lewis  
DN: cn=Alan B. Cobo-Lewis,  
o=University of Maine, ou=Center for  
Community Inclusion and Disability  
Studies, email=alanc@maine.edu, c=US  
Date: 2016.12.13 10:13:30 -0500

**College(s) Curriculum Committee Chair(s) [if applicable]**

  
**College Dean(s)**

**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 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):

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

**Reason** for course modification:

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination



RECEIVED  
JAN 23 2017  
GRADUATE SCHOOL

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

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Doctoral Program in Clinical Psychology  
COURSE DESIGNATOR PSY COURSE NUMBER 651 EFFECTIVE SEMESTER Spring 2018  
COURSE TITLE Child Psychopathology and Therapy

### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☒ Title Change    ☐ Credit Change

### **ELIMINATION:**

- ☐ Course Elimination

### ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

Michael A. Riden 11/18/16

**College(s) Curriculum Committee Chair(s)** [if applicable]

John G. Ri 01.17.2017  
College Dean(s)

David M. M. 01/17/2017  
Graduate School [sign and date]

1. 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):

PSY 651 - Child Psychopathology and Therapy

Readings and discussions of development and dynamics of psychological disorders in children. Consideration given to implications for psychotherapy.

Prerequisites & Notes

PSY 641, PSY 643 and permission.

Credits: 3

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

PSY 651 - Developmental Psychopathology

Readings and discussions of development and dynamics of psychological disorders in children. Consideration given to implications for psychotherapy.

Prerequisites & Notes

PSY 641, PSY 643 and permission.

Credits: 3

Reason for course modification:

New course title more accurately reflects course content and the state of science in the field.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

RECEIVED

JAN 23 2017



RECEIVED

JAN 23 2017

GRADUATE SCHOOL

GRADUATE SCHOOL

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

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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GRADUATE PROGRAM/UNIT

Psychology

COURSE DESIGNATOR

PSY

COURSE NUMBER

522

EFFECTIVE SEMESTER

Fall 2017

COURSE TITLE

Social Development in Children

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change    ☒ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☒ Title Change    ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

*Michael A. Roberts* 12/22/16

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

*Glenn A. ...* 01.17.2017

**College Dean(s)**

*Terry ...* 01/17/2017

**Graduate School (sign and date)**

\_\_\_\_\_

1. 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):

**PSY 522 - Social Development in Children**

An advanced survey of current theories and research. Topics include the development of parent-child attachments, prosocial behavior, peer competence, self control, sex-role stereotypes and moral behavior.

Prerequisites & Notes: permission.

Credits: 3

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

**PSY 522 - Social Development**

An advanced survey of current theories and research on social development. Topics include attachment, parenting style, sibling relationships, peer relationships, aggression, prosocial behavior, and moral development.

Prerequisites & Notes: permission.

Credits: 3

Reason for course modification:

The current content of this course on social development covers more than just the childhood period. We also discuss social development in adolescence, with some limited coverage of adulthood as well. Thus, the revised course title more accurately reflects the broader examination of social development. Some of the topics have also changed over the years, so they have been updated to reflect current coverage.

## SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

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GRADUATE PROGRAM/UNIT Doctoral Program in Clinical Psychology

COURSE DESIGNATOR PSY COURSE NUMBER 520 EFFECTIVE SEMESTER Spring 2018

COURSE TITLE Biological Bases of Infancy

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☒ Title Change    ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

Michael A. Robbin 11/21/16

**College(s) Curriculum Committee Chair(s)** [if applicable]

Amelia Chin

01.17.2017

**College Dean(s)**

Erin Twitchell

1/17/2017

**Graduate School** [sign and date]

1. 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):

PSY 520 - Biological Bases of Infancy

Advanced review of psychobiological research and theory on infancy. Physiological, perceptual, cognitive, linguistic and social-emotional topics.

Prerequisites and Notes

PSY 223

Credits: 3

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

PSY 520 - Biological Basis of Psychological Development

Advanced review of psychobiological research and theory on infancy. Physiological, perceptual, cognitive, linguistic and social-emotional topics.

Prerequisites and Notes

PSY 223

Credits: 3

Reason for course modification:

New course title more accurately reflects course material and state of science in the field.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



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

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Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT \_\_\_\_\_

COURSE DESIGNATOR \_\_\_\_\_

COURSE NUMBER \_\_\_\_\_

EFFECTIVE SEMESTER \_\_\_\_\_

COURSE TITLE \_\_\_\_\_

### **REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change
- ☐ Description Change
- ☐ Cross Listing (must be at least 400-level)<sup>1</sup>
- ☐ Number Change
- ☐ Prerequisite Change
- ☐ Other (specify) \_\_\_\_\_
- ☐ Title Change
- ☐ Credit Change

### **ELIMINATION:**

- ☐ Course Elimination

### **ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

\_\_\_\_\_  
**College(s) Curriculum Committee Chair(s)** [if applicable]

\_\_\_\_\_  
**College Dean(s)**

\_\_\_\_\_  
**Graduate School** [sign and date]

1. 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):

This course will take a journey through the remarkable geologic and climatic events that led to the emergence of life, an oxygen-rich atmosphere, explosions and collapses of biodiversity, waxing and waning of continental ice sheets, and ultimately a planet on which Homo sapiens could thrive and develop civilizations unlike anything Earth has ever witnessed. We will explore the great and as-yet unsolved mysteries of Earth's evolution with an eye toward placing our existence into the context of what it takes to build, and sustain, a habitable world. We will consider internal and external forces that have shaped environmental evolution over the planet's history, including the role of humans in geochemical and climatic change. We will consider the geochemical proxies and isotopic geochronometers that have improved our understanding of past environments and climates. Our goals are to develop critical thinking and writing skills and a scientific approach to the complex array of feedbacks that govern the evolution of Earth's surface and climate, as well as an appreciation for how past Earth System change can inform current human and societal issues. ERS 425 and ERS 525 cannot both be taken for credit.

Prerequisites: ERS200 (Earth Systems) and ERS201 (Global Environmental Change), or instructor permission

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?

## HOW TO BUILD A HABITABLE PLANET (ERS 425/525)

Fall 2017

### **Instructors:**

Dr. Aaron Putnam, 224 Bryand Global Sciences Center, aaron.putnam@maine.edu

Dr. Karl Kreutz, 236 Sawyer Environmental Research Center, karl.kreutz@maine.edu

### **Office Hours:**

We both have an open door policy – stop by our offices anytime. However, making an appointment ensures the most efficient use of your and our time.

**Course Description:** This course will take a journey through the remarkable geologic and climatic events that led to the emergence of life, an oxygen-rich atmosphere, explosions and collapses of biodiversity, waxing and waning of continental ice sheets, and ultimately a planet on which *Homo sapiens* could thrive and develop civilizations unlike anything Earth has ever witnessed. We will explore the great and as-yet unsolved mysteries of Earth's evolution with an eye toward placing our existence into the context of what it takes to build, and sustain, a habitable world. We will consider internal and external forces that have shaped environmental evolution over the planet's history, including the role of humans in geochemical and climatic change. We will consider the geochemical proxies and isotopic geochronometers that have improved our understanding of past environments and climates. Our goals are to develop critical thinking and writing skills and a scientific approach to the complex array of feedbacks that govern the evolution of Earth's surface and climate, as well as an appreciation for how past Earth System change can inform current human and societal issues. ERS 425 and ERS 525 cannot both be taken for credit.

Prerequisites: ERS200 (Earth Systems) and ERS201 (Global Environmental Change), or instructor permission

Course Typically Offered: Fall

Credits: 3

Meeting time and place: Mondays, 12:00pm-3:00pm, Bryand Global Sciences Center 307.

**Textbooks:** The following textbook is required for the course:

Langmuir, C. & Broecker, W., 2012, How to Build a Habitable Planet, Princeton University Press, 736 p.

<https://www.amazon.com/How-Build-Habitable-Planet-Humankind/dp/0691140065>

**Class communication:** We will use email and the Blackboard course management software to communicate and share material with you. Once you are enrolled and login to Blackboard, you will see ERS425/525 Fall 2017 under My Courses. Any announcements will be made either via email or on Blackboard, so please check frequently.

## **Course Goals and Learning Outcomes**

***Course Goals:*** In ERS425/525: How to Build a Habitable Planet, students will:

- Use a systems approach to study the interaction of surface processes linking the atmosphere, hydrosphere, biosphere, and lithosphere during important periods in Earth's development
- Explore Earth system proxy records to appreciate the dynamic range and rates of climatic and environmental change
- Explore isotopic geochronometers to appreciate the importance of placing proxies into precise chronological context
- Practice experimental design, data acquisition, uncertainty analysis, data interpretation, and communication in the field, laboratory, and classroom
- Develop evidence-based scientific argumentation skill using data from multiple sources (direct and remote observation, and models)
- Attempt to identify common themes (or whether there are any) among disparate periods in Earth history, with the aim toward developing a unified theory of climate dynamics

***Course learning outcomes:*** Upon successful completion of ERS425/525: How to Build a Habitable Planet, students will be able to:

- 1) Dissect primary literature to identify scientific problem(s) and approach (assessment: discussion and project)
- 2) Evaluate and rank primary literature on a given topic based on relevance and impact (assessment: discussion)
- 3) Classify geochemical proxy records according to reconstruction goal (assessment: discussion and project)
- 4) Summarize strengths and limitations in individual proxy records (assessment: discussion and project)
- 5) Quantify measurement and interpretation uncertainties in proxy records (assessment: discussion and project)
- 6) Distinguish geochronometers based on age and accuracy goals (assessment: discussion and project)
- 7) Quantify measurement and interpretation uncertainties in geochronometers (assessment: discussion and project)
- 8) Compare and contrast multiple working hypotheses for a given topic (assessment: discussion and project)
- 9) Use geoscience best practice to evaluate field observations, geospatial information, and other relevant data (assessment: discussion and project)
- 10) Distinguish important unsolved problems of Earth history (assessment: synthesis)
- 11) Formulate a holistic, conceptual understanding of climate dynamics, including underlying feedbacks and interactions among the atmosphere, oceans, biosphere, and lithosphere (assessment: synthesis).

## **Learning assessment**

Assessment of course learning outcomes will be based on the following items:

**Topic discussion:** Throughout the course, we will ask you to participate in (*students in ERS 425*) or lead (*students in ERS 525*) in-depth discussions of the topic at hand. The instructors will lead the discussion of the initial topic(s), so that we establish protocols for critical analysis of literature, techniques, data, competing hypotheses, etc. After that, ERS525 students will lead the discussion of additional topics. All of these discussions will involve, and will be assessed based on, the following seven elements:

- 1) general introduction/synopsis of the problem;
- 2) critical analyses of associated literature;
- 3) discussion of geochemical proxies employed;
- 4) discussion of underlying chronometers and chronologies;
- 5) quantification and evaluation of uncertainties in proxy data and chronologies;
- 6) critical analysis of prominent competing hypotheses;
- 7) remaining fundamental questions;
- 8) potential strategies for addressing those questions in future work.

For each topic, two readings will be assigned by the instructors, and two additional readings will be chosen from a selected bibliography by the discussion leaders and assigned to the rest of the class. Discussion leaders will be expected to prepare and use a presentation to guide a structured discussion of the elements listed above.

**Grading:** Discussion leaders (ERS 525) will be assessed based upon their treatment of above-listed discussion elements using the course discussion rubric. Discussion participants (ERS 425) will be graded based upon overall preparation, organization, and participation using the course participation rubric.

**Projects:** The course will culminate in projects aimed at detailed investigation of any topic related to important problems in Earth history. Topics can relate to those already discussed in class, or to topics not covered during the semester. The projects can involve analysis of published data, theoretical work (e.g., modeling experiments), or acquisition of original empirical data. All projects will be expected to push the boundaries of our understanding of key problems of Earth Sciences. Each project will culminate in a professional oral presentation to the class presenting the problem, your methods, and your findings.

**Grading** will be based on:

- 1) the visual impact of slides (or other visual aides) (100 pts);
- 2) the clarity and impact of the oral presentation (100 pts);
- 3) grasp of the underlying problem, hypotheses, proxies, and chronometers (100 pts);
- 4) handling of questions (100 pts)

**Written synthesis:** At the culmination of the course, each participant will be expected to construct a written synthesis that is to be turned in by Friday, 5:00 pm during Finals Week. We will present a guiding question around which the synthesis should be designed. The synthesis should adhere to the *Science* ‘Perspectives’ format and citation style (1000 words, 1 figure). Information on *Science* formatting guidelines can be found here:

<http://www.sciencemag.org/authors/science-information-authors>

<b>Grading summary:</b>	Discussion	400 points
	Project	400 points
	Synthesis	<u>200 points</u>
		1000 points total

A = 900 – 1000 (or more) points

B = 800 – 899 points

C = 700 – 799 points

D = 600 – 699 points

F = 599 points or less

**Course Policies:** Attendance at all lecture and laboratory sessions is required. Students are responsible for all material presented in class as well as in the required readings. By turning assignments in on time, you are eligible for full credit. Late assignments forfeit the right to any credit; any partial credit for late assignments will be up to the instructor’s discretion. We expect appropriate use of electronic devices during class.

**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.

## Course Schedule for Fall 2017

Week	Date	Topic	Reading
1	Tuesday, 30 August	Course Introduction – Habitable Zones	
2	Tuesday, 06 September	Habitable Zones & Earth's Energy Balance	Langmuir & Broecker – Chapter 9, pgs. 265-271 (surface temperature) Mann, 2016; Pierrehumbert, 2013; Wendel, 2016;
3	Tuesday, 13 September	The Great Oxygen Crisis	Wally's Carbon World – Chapter 4; Langmuir & Broecker – Chapter 16; Lee et al., 2016; Lyons et al., 2014;
4	Tuesday, 20 September	Snowball Earth	Wally's Carbon World – Chapter 5; Pierrehumbert et al., 2011; Assigned reading(s)
5	Tuesday, 27 September	Snowball Earth (Coffin visiting)	Bold et al., 2016; Assigned reading(s)
6	Tuesday, 04 October	Basalt floods and mass extinctions (Coffin visiting) (Possible to move to Thursday/Friday?)	Wally's Carbon World – Chapter 6; Langmuir & Broecker – Chapter 17; Black et al., 2012; Assigned reading(s)
7	Tuesday, 11 October	Fall break - no class (meet Thursday/Friday instead?)	Oleson, 2016; Assigned reading(s)
	Thursday 13 October	Basalt floods and mass extinctions (Broecker visiting)	
8	Tuesday, 18 October	Paleocene-Eocene Thermal Maximum (Broecker visiting)	Wally's Carbon World – Chapter 7; Zachos et al., 2005; Assigned reading(s)
9	Tuesday, 25 October	Paleocene-Eocene Thermal Maximum	Kent & Broecker, 2016; Storey et al., 2007; Assigned reading(s)
10	Tuesday, 01 October	The collision that changed the world	Wally's Carbon World – Chapter 8; Ruddiman & Raymo, 1992; Kent & Muttoni, 2013; Assigned reading(s)
11	Tuesday, 08 November	Project	
12	Tuesday, 15 November	Project	
13	Tuesday, 22 November	Project	
14	Tuesday, 29 November	Oral Presentations	
15	Tuesday, 06 December	Toward a unifying theory of Earth's climate dynamics: Course wrap up - evaluations, reflection, post-course assessment	

## **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:

*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/>





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GRADUATE PROGRAM/UNIT Curriculum, Assessment, and Instruction  
COURSE DESIGNATOR EHD COURSE NUMBER 587 EFFECTIVE SEMESTER Fall 2017  
COURSE TITLE Practicum: Action Research in PreK-12 Schools

### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change ☒ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☒ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

### **ELIMINATION:**

- ☐ Course Elimination

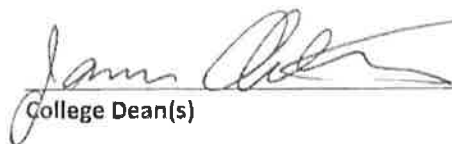
### **ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**



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

  
College Dean(s)

\_\_\_\_\_  
Graduate School [sign and date]

1. 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):

EHD 587 - Practicum: Action Research in PreK-12 Schools  
Finish development and implement of an action research plan. Present process and results to a professional audience. Satisfies Practicum requirement.

Prerequisites & Notes  
EHD 586 or permission.

Credits: 3

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

EHD 587 - Practicum: Action Research in PreK-12 Schools  
Finish development of an action research plan for a question of educational practice of the student's choice. Implement plan in a school or other educational setting, and share progress of implementation via a blog. Present process and results to a professional audience. Satisfies practicum requirement.  
Prerequisites: EHD 586 or instructor permission.  
Notes: Continuation of action research project begun in EHD 586.  
Credits: 3

Reason for course modification:

The new description more accurately reflects the content of the course. Addition of "instructor" before "permission" in prerequisites clarifies who must give permission. "Notes: Continuation of action research project begun in EHD 586" provides the reason for the prerequisite.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erln.twitchell@maine.edu](mailto:erln.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

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

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GRADUATE PROGRAM/UNIT Curriculum, Assessment, and Instruction

COURSE DESIGNATOR EHD COURSE NUMBER 586 EFFECTIVE SEMESTER Fall 2017

COURSE TITLE Seminar: Action Research in PreK-12 Schools

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

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

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

- ☐ Designator Change ☒ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☒ Prerequisite Change ☒ Other (specify) Notes  
☐ Title Change ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

A handwritten signature in black ink, appearing to read 'John D. ...', written over a horizontal line.

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

A handwritten signature in black ink, appearing to read 'James ...', written over a horizontal line.

College Dean(s)

\_\_\_\_\_  
Graduate School [sign and date]

1. 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 MalneStreet) – *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):

### **EHD 586 - Seminar: Action Research in PreK-12 Schools**

Introduces action research principles and methods for PreK-12 schools. Focuses on school, family, and community relations, and legal and ethical responsibilities of teachers.

#### **Prerequisites & Notes**

EHD 520, EHD 521 and EHD 533, or permission.

Credits: 3

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

### **EHD 586 - Seminar: Action Research in PreK-12 Schools**

Introduction to action research principles and methods for educators in preK-12 schools, including reviewing professional literature on educational practice. Focus on collaboration among schools, families, and communities, and on professional learning and ethical practice. Begin development of an action research plan for a question of educational practice of the student's choice. Satisfies seminar requirement.

Prerequisites: EHD 520, EHD 521 and EHD 533, or instructor permission.

Notes: 15 credits of graduate coursework in Education recommended

Credits: 3

Reason for course modification:

The new description more accurately reflects the content of the course. Addition of "instructor" before "permission" in prerequisites clarifies who must give permission, and "Notes: 15 credits of graduate coursework in Education recommended" clarifies a criterion for granting permission, especially for C.A.S. students in CA&I and for students in other Education degree programs who may want to take this course.

## **SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.