



Graduate Board
Room 57, Stodder Hall
Thursday, February 27, 2020
3:00 pm – refreshments
3:15 pm - meeting
AGENDA

1. Review/approval of the January 30, 2020 Graduate Board minutes
2. Review/approval of the February 4, 2020 Curriculum Committee report
3. Announcements/updates:
 - Prioritization of doctoral students in assistantship awards
 - Northeastern collaboration/Roux Institute
 - 2020 3MT Competition
 - Oral Exam Notice – reminder (see packet for checklists for May and August)
 - Symposium Judges are needed – April 17, 2020 – sign up here in google docs: <https://forms.gle/zCJLRlycdCNf4e97>
 - Friday May 8, 2020 – Graduate School Commencement (all Masters', CAS, and PhD) 4-6pm
Deadline for students to register to attend is April 24, 2020.
Important information and deadlines can be found: <https://umaine.edu/graduate/grad-commencement/>
Faculty Attendance and Regalia order information: <http://umaine.edu/commencement>
Volunteers are needed as well: <https://umaine.edu/graduate/grad-commencement/volunteers/>
 - Upcoming Events:
 - 3/3- Thesis Formatting Workshop @ 12 Noon 57 Stodder Hall
 - 3/5- Mug Club- Publish or Perish @ 4pm in Library
 - 3/11- Mug Club- Diversity & Inclusion @ 4pm in Career Center, Union
 - 3/26- NSF Grant Introduction @ 12 Noon 57 Stodder (no flyer yet)
 - 3/31- Mind Spa Event @ 12 Noon in Union
4. Proposed MBA Concentration (Global Policy)
5. Progress on Graduate Program Learning Outcomes
6. Strategic Vision and Values
7. Items arising



Graduate Board
Room 57, Stodder Hall
Thursday, January 30, 2020
3:00 pm - refreshments
3:15 pm - meeting
AGENDA

Meeting called to order 3:15PM

In Attendance: P. Agrawal, J. Artesani, J. Ballinger, J. Bonnet, D. Bousfield, T. Bowden, S. Butler, L. Darling, S. Delcourt, D. Dryer, S. Ell, K. Evans, W. Gramlich, C. Beitzl, S. Jain, Z. Jin, A. Knowles, J. McClymer, I. Mette, H. Onsrud, P. Poirier, A. Karapurkar, O. Smith, C. Sponarski, J. Stoll, M. Tajvidi, C. Villacorta Gonzales, Y. Zhu.

1. Review/approval of the December 19, 2019 Graduate Board minutes
 - Jim Artesani – motion to approve – members voted & accepted minutes
 - i. Tim Bowden and Mehdi Tajvidi abstained from vote
2. Review/approval of the January 7, 2020 Curriculum Committee report
 - Course proposals – EAD 663 – Dissertation Proposal
EAD 664 – Dissertation 1
SWK 585 – History, Assessment and Interventions in Substance Use and Abuse
 - Course edits - EDT 520 – Digital Age Teaching and Learning Methods
EDT 531 – Studio for Computing in Learning
EDT 561 – Technology supported Inquiry based teaching and learning.
 - One course is listed again this month as it required revision – for EDT571
 - i. Motion to accept – Owen Smith – Ian Mette abstained from vote – all others approved.
3. Announcements/updates:
 - 2 Waldron, 2 Hunter and 6 CDRA award recipients –from a wide representation of programs as indicated below:

Waldron: *Shelby Helwig, PSY, PhD, and Frankie St. Amand, INT, PhD.*

Hunter: *Cory Johnson, BMS, PhD and David Smith, PSY, PhD (only 2 nominees – and there are 4 awards – 2 remain open)*

CDRA: *Hannah Mittelstaedt – EES, PhD, Peter Strand- ERS, PhD, Sohaib Alahmed, CIE, PhD, Ming Tso Chien, EDU, PhD, An Nguyen, HTY, PhD, and Natalie VanderAkker, FNS, PhD.*
 - S. Delcourt reported on progress on developing program learning outcomes – Mandy Barrington, Ryan Weatherbee & Deb Allen have been working with the Executive Committee on this project. We started with the mission statement for the Graduate School and have drafted some desired related values. We hope to have something to share at next month’s Graduate Board Meeting.
 - Prioritization of doctoral students in assistantship awards – over the next couple of years, the priority of

the University is to move more of the assistantships to doctoral students in order to ensure that doctoral students receive 4-5 years of support, bridging other forms of financial support as needed. **Programs offering both master's and doctoral degrees should plan to award 75% of university-supported assistantships to doctoral students.**

- Mid Semester Check-in Results – Katie Rossignol shared results and Kathleen Harding-Heber emailed the survey summary to Graduate Board members. (it was not included in the original packet)
 - i. Katie summarized the comments and discussed her plans to reach out to those who are interested in hearing from her (approximately 161). First year students received the survey at the end of the Fall semester. Some students may not know who their advisors are – MSW and Nursing think that a pool of those who do not know their advisor is due to the way they handle registration, etc..
 - ii. Katie is also working on the exit surveys and those results will be compiled and shared as well.
 - iii. Email address confusion – send to Kathryn Rossignol (not Katie Rossignol).
- Upcoming Graduate School Events – Flyers included in the packet for:
 - 3MT Info Sessions: Jan 31-2:30pm, Feb 4 – 10:00am, Feb 6 – 12:00pm
 - Mind Spa / Wellness Workshops – last Tuesday of each month
 - Thesis Formatting – March 3; 12-1, 57 Stodder Hall
 - February Mug Club – Feb 6; 4-6 Career Center

Katie will send event flyers to Graduate Board Members so that they can email to graduate students in their programs.

February Event List:

Feb 5 – Career Fair, 10-3, Rec Center
Feb 6 – Mug Club, 4-6, Career Center – Diversity and Inclusion Training
Feb 10- Fresh Check, 11-2, Memorial Union (Suicide Prevention/Awareness)
Feb 20 – Public Speaking, 12pm, 57 Stodder
Feb 25 – Wellness Workshop, 12pm, Mind Spa – Memorial Union
Feb 27 – Difficult Conversations, 12pm Career Center

- Reminder that graduate applications will be forwarded to programs if they are lacking just one letter of recommendation.
- Hunter award nominees (for the 2 vacant awards) will be accepted up until the Friday before March break.

4. Review of program/curricular changes:

Meredith Swallow, Assistant Professor, UMF, and Coordinator of the Instructional Technology program presented on 2 new graduate certificate proposals.

- Graduate Certificate in Computational Thinking and Computing Education
 - i. New Name: Graduate Certificate in Computational Thinking for Educators – name has been revised as a result of discussion with SCIS over potential overlap in content.
How can we harness the power of computational thinking and pedagogical strategies?
Two core courses – EDT 571 & EDT 572 – can be applied toward certificate or toward the MEd degree. Completely online.
 - ii. Unanimous vote to move forward for Provost approval.

Scott Delcourt noted: All new programs (degrees, certificates and concentrations) now have to go up

through UMS level approval. New degree programs require an initial permission to plan statement.

- Graduate Certificate in Library and Media Specialist – 5 courses put together as a certificate – focused on being a library specialist PK-12 or in Educational Technology fields. None of the courses are new – just combined to create this new certificate. Completely online.
 - i. Unanimous vote to move forward for Provost approval.
- Graduate Certificate in Business Analytics – Jamie Ballinger –MBA is in the top 50 online programs as reported by US News and World Report
 - i. Stand-alone certificate is 100% online and was previously offered at USM.
 - ii. Dylan Dryer had a question about learning outcomes – developing communication skills relevant to employers. Jamie responded with information about a MS in Business Analytics that is on the horizon for us that will prepare students more comprehensively with regard to communication skills.

Unanimous vote to approve.

- Graduate Certificate in Maine Arts/Humanities and Medicine – Owen Smith.
 - i. More than four years of discussion with Northern Light and Family Medicine Program.
 - ii. Northern Light is looking to bring arts and humanities into the picture.
 - iii. Engaging in patient well-being and patient care.
 - 1. 15 credit certificate – with about 6 students to start. 3 people from Northern Light – Medicine field – will be funded by Northern Light (Fellowship up to a 50% reduction of rotation time for residents at the hospital.)
 - 2. Owen is working on scholarship possibilities for the program as well.
 - 3. 6 out of the 15 credits will be from existing courses.
 - 4. 2 semester seminar series that will be taught by Owen Smith, Patrick McFarland, David Loxtercamp PhD.

Unanimous approval by Grad Board

A potential pool of applicants for this program could be people who are mid-career in medicine or humanities.

- MS in Data Science and Engineering – Penny Rheingans, Harlan Onsrud, Shaleen Jain and Yifeng Zhu are all part of the faculty planning committee.
 - i. In addition to the MS programs – (one thesis and one non-thesis) and 2 certificate options.
 - ii. Penny Rheingans – motivation is workforce development – more expertise in data science, computer science – goal is to have a set of programs that are accessible to students with a wide range of backgrounds. It is widely interdisciplinary – with components from 5 schools. We brought the other partners into the planning committee from each of the colleges and from UMM. Differences from the original proposal are the fact that it pulls in information from all 5 partners – cross disciplines.
 - iii. Owen Smith asked: Where will the administrative process lie for this program? - Penny answered that the home would likely be within the Graduate School. Any committees would have representation from all the academic programs.

Who will advise the students? Penny answered – a coordinator in each of the disciplines – advising would be done within disciplinary clusters.

Harlan Onsrud asked what the plan for financing the program would be. Penny suggested that it doesn't make sense unless it can support itself. Initially it would be funded by central resources. It would eventually support itself. Some of the curriculum and organization will be implemented incrementally as the program grows.

Penny discussed the idea of central funding – and housing the program within the Graduate School.

Harlan stated that he supports the program wholeheartedly.

Scott Delcourt asked if portions would be available online. Penny replied that there are 4 core courses would be available online. There are 5 theme areas that will have options available online or on campus.

- iv. It was mentioned that David Rioux had recently contributed \$100 million to create a center for integration of data science and the life sciences with intended ties to industry. The Center will be built in the Portland area and will offer graduate degrees through Northeastern University (see: https://news.northeastern.edu/2020/01/27/northeastern-partners-with-entrepreneur-david-roux-to-launch-the-roux-institute-at-northeastern-in-portland-maine/#_ga=2.248534279.1435722354.1582673459-2070747066.1581477324).

Tim Bowden asked how Penny envisioned tracking and socializing students from different areas. How to build community with these students?
Penny hadn't started thinking about the students as a community yet.

Harlan suggested that we link the bio's of all of the advisors for the students to be able to access.

Yifeng added that there would be 3 foundation courses that students would be required to take.

USM is also proposing coursework in this area so we are looking to try to cooperate in some way with them.

Scott Delcourt asked Penny to talk about the relationship between this and other programs and how they would relate. Penny responded that we are in large part, building upon the current related graduate programs. What is the breadth of information that someone needs in this area? There is overlap with all the areas concerned. There are two components that we are working on – one is the practicum piece and the other is the revision of a current course that Yifeng is working on.

Lacey Darling asked: When a program is housed in the Graduate School – can non-majors take those courses? Penny stated that the intention is for courses to be open. We would give priority to the students enrolled in this program if the courses are popular. Foundation courses may be the issue with capacity. Intent would be as open as possible for anyone who wants to participate.

Pank asked what percent of the program would be data design vs. code writing. Foundations is coding – systems, statistics, etc.... Themes – data acquisition, computing, security, curation, legal issues, etc... one of the themes is focused on data visualization.

Scott asked for a vote before we lose the quorum – pending more information on budget, etc...
Vote = All in favor of moving proposal forward to the Provost for approval and further discussion.

4. Items arising

- Strategic Vision and Values Document – discussion tabled forward for next meeting. Scott mentioned that a few of the goals relate directly to graduate education: (a) supporting and growing Maine's economy and expanding production of students to meet workforce demands and beyond and (2) growing doctoral programs. Scott will send the full document out and we will discuss next month.

Meeting Adjourned at 4:48 pm

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on February 4th , 2020 and recommends the following courses to the Graduate Board for approval at its February 27th meeting.

New Courses:

EHD 545 Educational Theory

MEE 541 Manufacturing and Testing of Composites

Modifications:

NUR 505 Nursing Research

PHY 501 Mechanics

PHY 502 Electromagnetism 1

PHY 512 Statistical Mechanics



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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT MED in Curriculum, Assessment, and Instruction

COURSE DESIGNATOR EHD COURSE NUMBER 545 EFFECTIVE SEMESTER Fa. 2020

COURSE TITLE Educational Theory

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)¹
 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 provides students an opportunity to engage with theories of education as they intersect with society, economy, and politics. The course will focus on a critical, socio-cultural, multicultural, progressive, democratic, social justice worldview and view of education. Students will have the opportunity to explore theory and how it informs, and can enhance, their practice. Prerequisites: Graduate Standing or permission. 3 Credits.

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

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

Dimitriadis, G. & Kamberelis, G. (2006). Theory for Education. Routledge: London.

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

Evan Mooney, Lecturer of Teacher Education, 4/4 (with a course release for UMaine Gold program coordination)

Reason for new course:

This course is the second in a three course Teacher Leadership sequence in the MED in Curriculum, Assessment, and Instruction Program. The first course provides teachers with the understandings and skills to support the development of other educators through mentoring relationships. This course follows with an exploration of educational theory that underpins current educational practices and research. The third course investigates teacher leadership in the school and community. As the foundational course in the sequence, this course will be essential to the overall objective of the concentration of facilitating students' development of professional leadership in schools and communities.

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

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

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

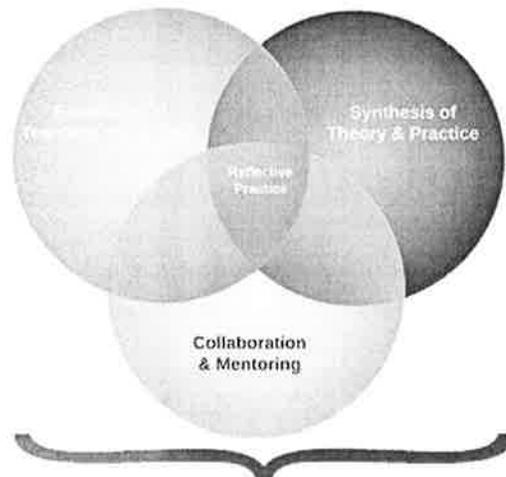
None.

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

Once a year.



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.



OUTCOME:

Educational practices that are **equitable, meaningful, and relevant**

The College's Conceptual Framework and Course Expectations

EHD 545 reflects the conceptual framework of the College of Education and Human Development at the University of Maine, especially the College's commitment to reflective practice. Action research is a systematic form of reflective practice. Through its commitment to reflective practice, the College intends that its degree candidates will engage in a thoughtful and evaluative analysis of the many forces and factors that affect teaching and learning. Reflective practice involves recursive self-evaluation and systematic assessment of students and programs; draws upon shared, ambitious standards and expectations for teaching; promotes personal and professional understanding of one's own actions and potentials and contributes to continually improving practice. The class activities and written assignments that are part of this course are designed to encourage degree candidates to make connections between the concepts discussed in the readings and their knowledge of teaching practice.

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

EHD 590
Educational Theory
Spring 2020

Evan Mooney, Ph.D.
Lecturer of Teacher Education
Program Coordinator CAI Graduate Program

122 Shibles Hall
207-581-3107
evan.mooney@maine.edu

Course Description

This course provides students an opportunity to engage with educational theory and the intersections of education with social, economic, and political realms. Students will have the opportunity to explore theory and how it informs their practice and their educational setting and community.

Wading into theoretical conversations can feel overwhelming, particularly as a result of the language philosophers and theorists use. The best advice I can share with you is, “be persistent! Don’t give up!” Theory and theoretical conversations are precisely that, “theoretical.” This is not a subject to be learned, but rather a world to explore and consider. While there are ideas and applications that are fixed, and are attributable to specific thinkers, in my opinion, theory is meant to be interpreted. As an introduction to educational theory, I would encourage you to read closely, deeply, repeatedly, in search of understanding. But understanding is not definable. For me, when I began my journey into this world, I often came away from reading Dewey, Foucault, or Said with a single thing, idea, or feeling. And that was good enough for me. So too is it good enough for all of you.

Course Themes

Exploring the educational theories that underpin, surround, and inform public education in a democratic society can be facilitated by taking a thematic approach. The following themes, or realms, provide the structure of the class and allow students to develop an introductory understanding of the institution of education in American society. Within each theme, there are specific theories and theorists that we will explore. We will begin with foundational theories and thinkers.

Foundational Educational Theorists:

John Dewey
George S. Counts

Power and Class

Karl Marx
Paulo Freire
Michael Apple
Samuel Bowles and Herbert Gintis

Race, Class, and Gender

Gloria Ladson-Billings
bell hooks
Judith Butler

Further Thinking

Antonio Gramsci
Michel Foucault
Edward Said

This is a tentative list from which to begin. There will be space in the class to add more or pursue different lines of inquiry as we work.

The Online Seminar

The term “seminar” means that part of the task of a student in the course is to participate actively each week in discussing the readings. In a classroom seminar, this would take place through face to face class discussions. In an online course, it takes place through the online discussion board and our Zoom meetings both in small groups and class. As the instructor, I will introduce essential questions regarding the weekly readings to scaffold our conversations. I will also facilitate our online discussions as needed. Your role will be to respond thoughtfully and respectfully to the readings and to each other. This will necessitate having read and thought deeply about the readings. It is not necessary to agree with an author’s conclusions. Divergent viewpoints are welcome, provided they are strongly supported by logic and evidence.

The following ideas may help you conceive of the environment that we would like to cultivate:

1. A seminar deals with questions (including the essential questions introduced in advance) more than with answers. The subject matter of a seminar consists of problems and issues for which there is no single right answer.
2. In a seminar, we are here to question, to interact intellectually with others, to support one’s beliefs in a scholarly manner, and to LISTEN. Listening means really paying attention to what others have to say, trying to understand their perspective, and supporting or questioning them as appropriate.
3. One does not study for a seminar in the same way that one studies for a lecture class. Since the intellectual activity demanded of a seminar class is primarily synthetic and evaluative, studying becomes thoughtful reading, not just memorizing. It means really trying to understand the main ideas that the author has developed, and how s/he reached those conclusions.
4. Perhaps most importantly, in this seminar we want to create a space where your learning is relevant, meaningful, and powerful for your practice.

Course Climate

As a collaborative learning community of graduate students, there are certain expectations we should have for our conversations, collegial interactions, and assignments at the graduate level.

1. Be on point with our comments and conversations. Making connections to tangential ideas is welcomed if it is clear how the ideas connect.
2. Help move discussions forward, seeking consensus and encompassing relevant perspectives.
3. Demonstrate detailed understandings of the content being discussed.
4. Be respectful of others' perspectives and opinions.
5. Be constructive when critical, citing both positive and negative aspects.

Course Goals

The goals of any exploration of theory are fluid, specific to the individual, and temporal. The aim of this course is to facilitate your development of reflective practice by taking a close look at the theories that shape our practice and the space within which we practice. I hope that by the end of the course, everyone has begun to think about how theory shapes their practice.

Course Assignments

Blackboard Discussion Board Participation (33 points)

Your weekly reading, discussions, and reflections will comprise most of your work for this class. As such, you need to schedule your work each week in a manner that enables you to read, think, talk, and reflect in a timely way. What we want to prevent is small group meetings on the same day when discussion board posts are due.

1. Read - each week you will have multiple readings. I will introduce the readings and provide essential questions to scaffold our conversations. You can and should incorporate journal articles, which you will retrieve from one of the databases, into our weekly conversations where appropriate. Following your thoughtful exploration of these readings you will first:

2. Meet with your small group – discuss ideas about the theory and theorist. Your group is responsible for scheduling and recording your weekly Zoom meeting and posting the video to our shared media gallery on Blackboard so others can learn from your conversation.

If someone can't make the small group meeting, they should post a video for their group before the conversation with their ideas about the week's readings. Your group should rotate a note taker each week and everyone should take notes. These notes will be useful in the next phase. Make sure to meet with your group BEFORE Sunday of each week so that you have time to post on the discussion board.

IMPORTANT: All the technological support you need for scheduling, recording, and uploading your small group videos can be found in the "Tools you will need to succeed in this class" in the sidebar menu on our Blackboard Page. Pay attention to the first two tutorials: Zoom Quick Start Guide for Students and Instructions for Students Using Kaltura. If you run into any issues, contact UMaine Online Tech Support.

ALSO, note the "Small Group Meeting Tech Directions and FAQ's" at the top of the Announcement page. I try to make important information available in multiple places.

3. Post on the discussion board – From your readings, reflections, small group conversations, AND watching other groups videos of their conversations or reading the transcripts of the videos, you should (a) make an original post sharing your thoughts on the readings you have done, and (b) respond substantively to the post of least one other course participant.

Having identified certain topics of interest, one can respond in several ways, including:

1. Asking questions: What confuses you? What don't you understand? What seems inconsistent, even contradictory? What questions would you like to share with others?

2. Connecting: How does the reading relate to things you've already read or heard? What other scholarly works and other sources have addressed this issue? What have the authors said that supports or extends or contrasts with statements by the author? What kinds of evidence have these authors used? How are they similar or different in their understanding of the problem and of the relevant evidence?
3. Sharing experiences/memories: What does the reading remind you of? How can you connect specific examples or general concepts to incidents, experiences, or memories from your own life and school/classroom practice? What made you think of these connections?
4. Reacting: How do you think/feel about the reading? Why do you have those thoughts or feelings? With respect to positions taken in the reading, are they positive (affirmations) or negative (disagreements)?
5. Predicting: How does the reading lead you to think about the future? Does it give you any clues about things you might do in the future?

Using the Discussion Board

The most common way we will communicate is through Group Thread Conversations on Blackboard. If you are unfamiliar with Blackboard, there is a link on the left side of our course Homepage titled "Blackboard Help" for any questions you may encounter. The process for having discussions on the Blackboard page is intuitive. There will be a separate folder in the Course Content page for each theorist we will explore. These folders correspond to each week of the course. Within the folder, you will see a "To Do List" for the week, a link to the "Ongoing Reflection Forum" in the Discussion Board, and a link to the "Ongoing Research Forum." Follow the link to the "Ongoing Reflection Forum" and select the corresponding theorist to make your post and respond to classmates.

I will post discussion prompts for each week in the corresponding thread to give you some guidance. Others will respond to you and so on. The conversations should be organic in nature and I will purposefully offer open-ended prompts to get us talking. The only stipulation is that you do not start a new thread in the discussion board each week. You will just reply to my prompts/thread. This will make sense after we do it the first week.

Theory and Theorist Analysis (33 points)

Throughout the semester, we will be exploring a host of theories and theorists. For this assignment, you will choose a theory that is of interest to you and conduct an analysis of the theory and the theorists that contribute to our conceptual understanding of the theory. You will also discuss how the theory shapes current educational practices, settings, and understandings.

Critical Scholarly Personal Narrative (34 points)

This is the culminating assignment of the course. The objective of this assignment is to critically reflect upon and examine your own practice considering our exploration of the relationships between theory and practice in public education. This reflection should incorporate both your own practice and the realities of your educational setting.

Grading Policy

93-100 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	59 and under = F

Course Text and Additional Readings

Dimitriadis, G. & Kamberelis, G. (2006). *Theory for Education*. Routledge: London.

*I will provide all other assigned readings via our Blackboard page or email

Course Technology

Email Communication:

One of the challenges of online education can be communication between faculty and students. Without a dedicated, face to face meeting time students may have difficulty asking questions, developing ideas, or supporting one another. To mitigate this challenge, I am VERY responsive by email. If you email me, you can expect a response within 24hrs, normally faster. Depending on the question, you may get a response almost immediately. This channel of communication goes both ways. I will make you aware of class assignments, reminders, changes to the schedule, etc. via email. So please check your UMaine email frequently!!

Our Zoom Meeting Space:

Zoom is a virtual meeting space that enables us to have face-to-face conversations. The application allows for whole class meetings, small group meetings, and one-on-one meetings. We also will record and upload these meetings and conversations. We will use this feature of the course every week, so if you have difficulties with the application, consult the Zoom Quick Start Guide for Students in the “Tools you will need to succeed in this class” in the sidebar menu on our Blackboard Page.

Creating videos:

We will be communicating through various methods throughout the semester to offer everyone different ways of sharing their ideas. Creating short (2-5 minute) videos as responses to ideas in our discussions, questions, or sharing feedback with one another is one way we can do this beyond traditional text dialogue. The easiest way to do this is by creating videos through Kaltura Capture. Directions for downloading this app and using the service to create videos can be found in the “Tools you will need to succeed in this class” in the sidebar menu on our Blackboard Page under the Instructions for Students Using Kaltura. These videos can enhance our class conversations and experiences!

IT Support:

Instructional Technology support for students is available through <https://umaine.edu/it/>. PLEASE EMAIL OR CALL IT with instructional technology problems.

Quick Contact Info (UMaine Online - for Blackboard, Kaltura, Zoom)

Phone: 1.877.947.4357

Email: dlltechhelp@maine.edu

Fall and Spring Semesters: 8am to 5pm (Monday-Friday)

Summer, Winter, Breaks: 8am to 4:30pm (Monday-Friday)

Limited Email Support Nights, Weekends, School Breaks, and Holidays

For Software, Hardware, and UMS Account Support, contact IT Support Services

Phone: 207.581.2506 or 1.800.696.4357

Email: techsupport@maine.edu

Academic Year Support Hours: 7:30am to 7pm (Monday-Thursday), 7:30am to 5pm (Friday), & 2pm to 8pm (Sunday)

Tentative Course Calendar

Week	Focus	Collaborative Work and Assignments Due
<i>Week 1</i> Jan. 21 – 26		Whole Class Zoom Session Jan. 23, 7-9pm Post to the Week 1 Forum due by Jan. 27
<i>Week 2</i> Jan. 27 - Feb. 5	Karl Marx	Small Group Discussions Discussion board posts due by Feb. 5
<i>Week 3</i> Feb. 6-12	John Dewey and George S. Counts	Small Group Discussions Discussion board posts due by Feb. 12 One research article posted by Feb. 12
<i>Week 4</i> Feb. 13-19		Whole Class Zoom Session Feb. 19, 7-9pm
<i>Week 5</i> Feb. 20 - 26	Paulo Freire	Small Group Discussions Discussion board posts due by Feb. 26
<i>Week 6</i> Feb. 27 – Mar. 4	Michael Apple	Small Group Discussions Discussion board posts due by Mar. 4
<i>Week 7</i> Mar. 5 - 11	Samuel Bowles and Herbert Gintis	Small Group Discussions Discussion board posts due by Mar. 11 One research article posted by Mar. 11
<i>Week 8</i> Mar. 12 – 18		Whole Class Zoom Session Mar. 18, 7-9pm
<i>Week 9</i> Mar. 19 - 25	Gloria Ladson Billings	Small Group Discussions Discussion board posts due by Mar. 25
<i>Week 10</i> Mar. 26 – Apr. 1	bell hooks	Small Group Discussions Discussion board posts due by Apr. 1

<i>Week 11</i> Apr. 2 - 8	Judith Butler	Small Group Discussions Discussion board posts due by Apr. 8 One research article due by Apr. 8
<i>Week 12</i> Apr. 9 - 15		Theory and Theorist Analysis due Apr. 15 Whole Class Zoom Session Apr. 15, 7-9pm
<i>Week 13</i> Apr. 16 - 22	Antonio Gramsci	Small Group Discussions Discussion board posts due by Apr. 22
<i>Week 14</i> Apr. 23 - 29	Michel Foucault	Draft of SPN due April 29 Small Group Discussions Discussion board posts due by Apr. 29
<i>Week 15</i> Apr. 30 – May 8	Edward Said	Whole Class Zoom Session May 6, 7-9pm Discussion board posts due by May 6 One research article due by May 6 Critical SPN due May 9

UNIVERSITY POLICIES

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

Students Accessibility Services Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

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.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, **your teacher is required to report** this information to Title IX Student Services 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: 1-800-871-7741 or Partners for Peace: 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: **Title IX Student Services: 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/>



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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Mechanical Engineering

COURSE DESIGNATOR MEE COURSE NUMBER 541 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Manufacturing and Testing of Composites

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)¹
- 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)

Masoud Rais-Rohani Digitally signed by Masoud Rais-Rohani
Date: 2019.11.14 15:25:51 -05'00'

College(s) Curriculum Committee Chair(s) (if applicable) 11-15-19
Mohamed Elshorbagy [Signature]
 College Dean(s) 11-15-19

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):

MEE 541 Manufacturing and Testing of Composites (3 credits): An Introduction to the manufacturing and material property determination of fiber reinforced polymer materials. Includes fabrication, post-processing, and testing of thermoset and thermoplastic composite materials.

Students who have completed MEE 441 with a passing grade are not eligible to take MEE 541 or vice versa.

Prerequisites: MEE 251 or MEE 252 or MET 219, or permission of the Instructor.

Credit Hours: Lec 1, Lab 2

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

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

A book has not yet been identified for this course; electronic resources will be provided as necessary.

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

Keith A. Berube, Ph.D., P.E., Assistant Professor in Mechanical Engineering Technology, 100% teaching appointment.

Reason for new course:

This course is being developed as part of the Composite Materials and Structures Certificate program. It will provide the required composite manufacturing and material testing experience in a laboratory setting.

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.

Other programs within the College of Engineering (CIE & SET) and the School of Forest Resources have been notified regarding this course and the Composite Materials and Structures Certificate program. No concerns have been expressed by the other programs.

There is some overlap with the MET 451 Plastics Manufacturing course. MET 451 was created in response to requests from the MET Industrial Advisory Committee for students with polymer/plastics manufacturing experience to address their needs. The majority of the material in MET 451 is on thermoplastic fabrication and not on composites. The proposed MEE 441 course is designed to address the needs of the Composite Materials and Structures Certificate program with a focus on fabrication and testing of fiber reinforced polymer composite materials.

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

Course is planned to start in Fall 2020 and be offered every other year.

If taught by Keith Berube, the course will need to be taught as overload, since it is beyond the normal teaching load for the School of Engineering Technology.

Course Description:

An Introduction to the manufacturing and material property determination of fiber reinforced polymer (FRP) materials. Includes fabrication, post-processing, and testing of thermoset and thermoplastic composite materials. Pre-requisites: MEE 251 or MEE 252 or MET 219 or permission from the Instructor.

Contact and Credits Hours:

Class time is a combination of lecture and hands-on laboratory work. MEE 441 provides 3 semester credit hours. (2 Lab, 1 Lec)

Class/Laboratory Schedule:

Solid Mechanics Laboratory Boardman 118 Day: Tue & Thu Time: TBD

Instructor:

Keith Berube, Ph.D., P.E., Assistant Professor in Mechanical Engineering Technology
Office: 204 Boardman Hall; Phone: 581-2342; Mailbox: 119 Boardman Hall
Email: keith.berube@maine.edu
Office Hours: TBD

Reading Materials:

All reading materials will be provided via electronic resources as necessary.

Grading:

The course grade will be based on the following:

	<u>MEE 441</u>	<u>MEE 541</u>
Lab Memos and Analyses	40%	20%
Quizzes	25%	25%
Homework	25%	25%
Professionalism	10%	10%
Project ¹	--	20%
TOTAL	100%	100%

Grade Scale

COURSE	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
MEE 441	<60	60-62	63-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-93	94-100
MEE 541	<64	64-66	67-70	71-73	74-76	77-80	81-83	84-86	87-90	91-93	94-96	97-100

Lab Memos: Some of the Lab work conducted in this course will require written memos. The remaining experiments will require analyses to be performed and handed in.

Quizzes: Quizzes will be given periodically to test your knowledge of the material presented in class and from the reading assignments.

Homework: Homework is designed to further assist in the understanding of concepts discussed in lecture as well as prepare the student for the laboratory assignments. Homework consists of analysis worksheets and lab data reduction sets. Prepare homework neatly, using spreadsheet

¹ Students enrolled in MEE 541 are required to complete an independent project to demonstrate their understanding of the fabrication, analysis, and testing of a composite structure (ie a beam, plate, shell, etc.)

software for tables and charts, and MathCad or SMath Studio for analytical solution of equations. Consultation with other students to clear up confusion points is encouraged; however, all submitted homework must be your own work.

All memos, analyses, and homework assignments will be handed in at the beginning of the class period on the day they are due. **Late work will not be accepted.**

MEE 541 project: Students enrolled in MEE 541 are required to complete a project where they will fabricate a composite part, perform an analysis of the part, conduct a test on the part, compare the experimental results to the analysis of the part, and produce a report that details the whole process. A detailed proposal/test-plan will be required prior to starting the project. It is highly recommended that students taking the course at the graduate level have MEE 450, CIE 543 or SFR 531 as a prerequisite, since the analysis portion of the project will require a thorough understanding of composite lamination theory.

Professionalism: 10 percent of your final grade is determined by professionalism demonstrated throughout the course. Areas of evaluation include class attendance, percentage of homework submitted, class participation, readiness for lab activities, and self-evaluation and improvement.

Learning Outcomes: By the end of the course students will be able to:

1. Identify common polymerization and fabrication processes used to manufacture thermoset and thermoplastic composites.
2. Identify the different families of composite constituent components (fiber and matrix) and the strengths and weaknesses of each, including durability, recycling, and biodegradability.
3. Perform composite post-processing methods and joining techniques.
4. Determine strength, modulus, and viscoelastic response of composite materials by experimental testing.
5. Conduct standardized material property tests on composite materials.
6. (Graduate students) Predict and validate the response a composite component through analysis, fabrication, and testing.

Course Policies:

Student Conduct and Attendance Policy: Attendance at all class meetings is expected. You are responsible for all materials assigned or covered in all class meetings. Frequent absences will almost certainly lower your grade because of lack of familiarity with material. **Do not miss a lab experiment session;** submission of a report/memo/homework by someone who did not perform the experiment will not be accepted. If you have a valid reason for missing an experiment, it is your responsibility to make up the lab in a timely manner. In order to make up an experiment, you must perform the experiment with another student who has already done the experiment, accompanied by the professor; with the makeup experiment scheduled at their convenience.

Cell phones and Computer Use: Cell phones are not to be used during the lecture or lab sessions without prior permission from the instructor. Non-course-related computer use is also NOT allowed during lectures or lab sessions. **Cell phone use or non-course-related computer use will result in 5 points being deducted from your course grade for each violation.**

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 Accessibility Services Statement:

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Course Schedule (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.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination:

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

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

- For confidential resources on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**
- For confidential resources off campus: **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909.**

- **Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:
 - For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Nursing

COURSE DESIGNATOR NUR COURSE NUMBER 505 EFFECTIVE SEMESTER Su2020

COURSE TITLE Nursing Research

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)¹
- Number Change
- Prerequisite Change
- Other (specify) _____
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

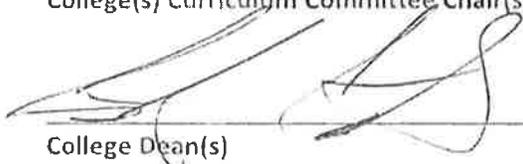
Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Patricia Poirier

Digitally signed by Patricia Poirier
DN: cn=Patricia Poirier, o=University of Maine, ou=Nursing,
email=patricia.poirier@maine.edu, c=US
Date: 2020.01.21 11:51:20 -05'00'

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

 24 JAN 20

College Dean(s)

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):

NUR 505 Nursing Research
Pre-requisites: NUR 310 or permission
Credits: 3
Explore inductive and deductive approaches to generating research emphasizing internal and external validity. Students will review and critique nursing studies and carry out an analysis project.

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

NUR 505 Nursing Research
Pre-requisites: admission to graduate nursing program or permission
Credits: 3
Explore inductive and deductive approaches to generating research emphasizing internal and external validity. Students will review and critique nursing studies and carry out an analysis project.

Reason for course modification:

A requirement for admission to the graduate nursing program is undergraduate research. NUR 310 is specific to the University of Maine; applicants from other schools would not have this course. By eliminating this, students admitted to the program will be able to self-register for the 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 graduate@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

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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Physics & Astronomy
COURSE DESIGNATOR PHY COURSE NUMBER 501 EFFECTIVE SEMESTER Spring
2020 COURSE TITLE Mechanics

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)¹
- 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)

Jim McClymer, Graduate Coordinator, Physics and Astronomy

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

Timothy M. Cole

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the 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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Physics & Astronomy

COURSE DESIGNATOR PHY COURSE NUMBER 502 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Electromagnetism I

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)¹
- 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)

Jim McClymer, Graduate Coordinator, Physics and Astronomy

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

Timothy M. Cole

College Dean(s)

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):

PHY 502 Electrodynamics I

Topics include boundary-value problems in electrostatics, electrostatic energy, multipoles, dielectrics and magnetostatics. Prerequisite: PHY 455 or equivalent, partial differential equations or PHY 574. *Cr 3.

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

PHY 502 Electrodynamics I

Electrodynamics, including Maxwell's Equations, Special Relativity, and Lagrangian dynamics.

Prerequisites: Graduate standing in Physics & Astronomy or permission. Cr 3.

Reason for course modification:

- 1) The course content is broader than specified in the current description.
- 2) The prerequisite of PHY 455, an undergraduate electrodynamics course, is largely not met as students are 1st year grad students who did not complete our undergrad program but has taken an equivalent course in order to gain admission. The prerequisite blocks most students from self registering and requires intervention of staff.

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 graduate@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

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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Physics & Astronomy

COURSE DESIGNATOR PHY COURSE NUMBER 512 EFFECTIVE SEMESTER Spring

2020 COURSE TITLE Statistical Mechanics

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)¹
- 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)

Jim McClymer, Graduate Coordinator, Physics and Astronomy

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

Timothy M. Cole

College Dean(s)

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):

<p>PHY 512 Statistical Mechanics</p> <p>A study of macroscopic behavior of matter derived from a statistical consideration of microscopic properties of systems, as well as relationships to Thermodynamics and Kinetic Theory. Cr 3.</p> <p>Prerequisites</p> <p>PHY 462 or equivalent. Corequisite PHY 503.</p>

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

<p><i>PHY 512 Statistical Mechanics</i></p> <p><i>A study of macroscopic behavior of matter derived from a statistical consideration of microscopic properties of systems, as well as relationships to Thermodynamics and Kinetic Theory. Cr 3.</i></p> <p><i>Prerequisites</i></p> <p><i>Corequisite PHY 503 or permission</i></p>

Reason for course modification:

<p>1) The prerequisite of PHY 462, an undergraduate course, is largely not met as students are 1st year grad students who did not complete our undergrad program but has taken an equivalent course in order to gain admission. The prerequisite blocks most students from self registering and requires intervention of staff.</p>

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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

May 2020 Graduation Checklist

All Students (in Thesis & Non-Thesis Programs) Must:

- Complete the Application for Degree** by **February 1st** in MaineStreet. From the MaineStreet menu: Student Self-Service > Student Center > Self Service > Degree Progress/Graduation > Apply for Graduation.
- Follow up with the department/program for deadlines** of final papers, projects, or other requirements.
- Be registered** for at least one (1) credit in the semester of graduation.
- Be sure that an updated Program of Study is on file** with the Graduate School.

The Graduate School has no additional requirements for non-thesis students.

Project/Thesis/Dissertation Submission Deadlines

February 1	Apply to Graduate in MaineStreet – See above for navigation
- - - - -	Notice of Oral Examination Form submitted at least 2 weeks prior to the scheduled defense
Monday, April 20	Tentative Thesis and signed Tentative Thesis Acceptance Form
Friday, April 24	Final date for oral defense
Friday, May 1	Final Thesis and Final Thesis Acceptance Form
Friday, May 8	Graduation date

All Project/Thesis/Dissertation Candidates Must:

- Review the Thesis Guidelines** (umaine.edu/graduate/students/thesis)
- Schedule the defense** with your committee
- Submit the **Notice of Oral Examination** at least two weeks prior to the scheduled defense
- Submit the **Tentative Thesis and Tentative Thesis Acceptance Statement** to the Graduate School **at least five days PRIOR** to the defense.
 - o **Committee chair/co-chairs may email the following statement** to kathryn.rossignol@maine.edu:
“Acting on behalf of the Committee members, I certify that they have read the tentative manuscript and agree that it is sufficiently complete for [name of the student] to undertake the final oral examination.”
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format
- Create an account through DigitalCommons** after submitting the tentative thesis
library.umaine.edu/speccoll/theses_instructions
- Complete the Submission Agreement through DigitalCommons** and enter important information about your committee, research focus, and other info about your work digitalcommons.library.umaine.edu/etd/
- Defend** by the above deadline date – Bring the Oral Examination and Final Thesis Acceptance Form to the defense!
- Review and incorporate any required edits** from your committee and the Graduate School before submitting the final!
- Submit the Final Thesis and the Final Thesis Acceptance Form** completed at your defense to the Graduate School.
 - o **The Final Acceptance Form with signatures** in all sections **and** the advisor(s) **ETD approval**
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format – include your last name in the file name

+ Additional Requirements for Doctoral Candidates +

- Compliance with all Graduate School requirements above**
- Completion of Requirements Form** (Completed by Graduate Coordinator ONLY)
- Survey of Earned Doctorates**

Forms and documents are available at umaine.edu/graduate/students/graduation

August 2020 Graduation Checklist

All Students (in Thesis & Non-Thesis Programs) Must:

- Complete the Application for Degree** by **July 15th** in MaineStreet. From the MaineStreet menu: Student Self-Service > Student Center > Self Service > Degree Progress/Graduation > Apply for Graduation.
- Follow up with the department/program for deadlines** of final papers, projects, or other requirements.
- Be registered** for at least one (1) credit in the semester of graduation.
- Be sure that an updated Program of Study is on file** with the Graduate School.

The Graduate School has no additional requirements for non-thesis students.

Project/Thesis/Dissertation Submission Deadlines

July 15	Apply to Graduate in MaineStreet – See above for navigation
- - - - -	Notice of Oral Examination Form submitted at least 2 weeks prior to the scheduled defense
Monday, Aug 3	Tentative Thesis and signed Tentative Thesis Acceptance Form
Friday, Aug 7	Final date for oral defense
Friday, Aug 14	Final Thesis and Final Thesis Acceptance Form
Friday, Aug 21	Graduation date

All Project/Thesis/Dissertation Candidates Must:

- Review the Thesis Guidelines** (umaine.edu/graduate/students/thesis)
- Schedule the defense** with your committee
- Submit the **Notice of Oral Examination** at least two weeks prior to the scheduled defense
- Submit the **Tentative Thesis and Tentative Thesis Acceptance Statement** to the Graduate School **at least five days PRIOR** to the defense.
 - o **Committee chair/co-chairs may email the following statement** to kathryn.rossignol@maine.edu:
“Acting on behalf of the Committee members, I certify that they have read the tentative manuscript and agree that it is sufficiently complete for [name of the student] to undertake the final oral examination.”
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format
- Create an account through DigitalCommons** after submitting the tentative thesis
library.umaine.edu/speccoll/theses_instructions
- Complete the Submission Agreement through DigitalCommons** and enter important information about your committee, research focus, and other info about your work digitalcommons.library.umaine.edu/etd/
- Defend** by the above deadline date – Bring the Oral Examination and Final Thesis Acceptance Form to the defense!
- Review and incorporate any required edits** from your committee and the Graduate School before submitting the final!
- Submit the Final Thesis and the Final Thesis Acceptance Form** completed at your defense to the Graduate School.
 - o **The Final Acceptance Form with signatures** in all sections **and** the advisor(s) **ETD approval**
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format – include your last name in the file name

+ Additional Requirements for Doctoral Candidates +

- Compliance with all Graduate School requirements above**
- Completion of Requirements Form** (Completed by Graduate Coordinator ONLY)
- Survey of Earned Doctorates**

Forms and documents are available at umaine.edu/graduate/students/graduation

December 2020 Graduation Checklist

All Students (in Thesis & Non-Thesis Programs) Must:

- Complete the Application for Degree** by **October 1st** in MaineStreet. From the MaineStreet menu: Student Self-Service > Student Center > Self Service > Degree Progress/Graduation > Apply for Graduation.
- Follow up with the department/program for deadlines** of final papers, projects, or other requirements.
- Be registered** for at least one (1) credit in the semester of graduation.
- Be sure that an updated Program of Study is on file** with the Graduate School.

The Graduate School has no additional requirements for non-thesis students.

Project/Thesis/Dissertation Submission Deadlines

October 1	Apply to Graduate in MaineStreet – See above for navigation
- - - - -	Notice of Oral Examination Form submitted at least 2 weeks prior to the scheduled defense
Monday, Nov. 30	Tentative Thesis and Tentative Thesis Acceptance Form
Friday, Dec 4	Final date for oral defense
Friday, Dec 11	Final Thesis and Final Thesis Acceptance Form
Friday, Dec 18	Graduation date

All Project/Thesis/Dissertation Candidates Must:

- Review the Thesis Guidelines** (umaine.edu/graduate/students/thesis)
- Schedule the defense** with your committee
- Submit the **Notice of Oral Examination** at least two weeks prior to the scheduled defense
- Submit the **Tentative Thesis and Tentative Thesis Acceptance Form/Statement** to the Graduate School **at least five days PRIOR** to the defense.
 - o **Committee chair/co-chairs may email the following statement** to kathryn.rossignol@maine.edu:
“Acting on behalf of the Committee members, I certify that they have read the tentative manuscript and agree that it is sufficiently complete for [name of the student] to undertake the final oral examination.”
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format
- Create an account through DigitalCommons** after submitting the tentative thesis
library.umaine.edu/speccoll/theses_instructions
- Complete the Submission Agreement through DigitalCommons** and enter important information about your committee, research focus, and other info about your work digitalcommons.library.umaine.edu/etd/
- Defend** by the above deadline date – Bring the Oral Examination and Final Thesis Acceptance Form to the defense!
- Review and incorporate any required edits** from your committee and the Graduate School before submitting the final!
- Submit the Final Thesis and the Final Thesis Acceptance Form** completed at your defense to the Graduate School.
 - o **The Final Acceptance Form with signatures** in all sections **and** the advisor(s) **ETD approval**
 - o **Submit manuscript via email** to kathryn.rossignol@maine.edu in **PDF** format – include your last name in the file name

+ Additional Requirements for Doctoral Candidates +

- Compliance with all Graduate School requirements above**
- Completion of Requirements Form** (Completed by Graduate Coordinator ONLY)
- Survey of Earned Doctorates**

Forms and documents are available at umaine.edu/graduate/students/graduation

Professional Development Series:

MUG CLUB

Open to all Graduate and Undergraduate Students

Diversity and Inclusion



ANILA KARUNAKAR, DIRECTOR OF DIVERSITY AND INCLUSION, WILL PROVIDE A 2-HOUR INTERACTIVE TRAINING COVERING THE BASICS OF THE BIG 8 IDENTITIES IN THE UNITED STATES AND FOUNDATIONAL CONCEPTS OF DIVERSITY AND INCLUSION. STUDENTS, STAFF, FACULTY, AND COMMUNITY MEMBERS ARE WELCOME!

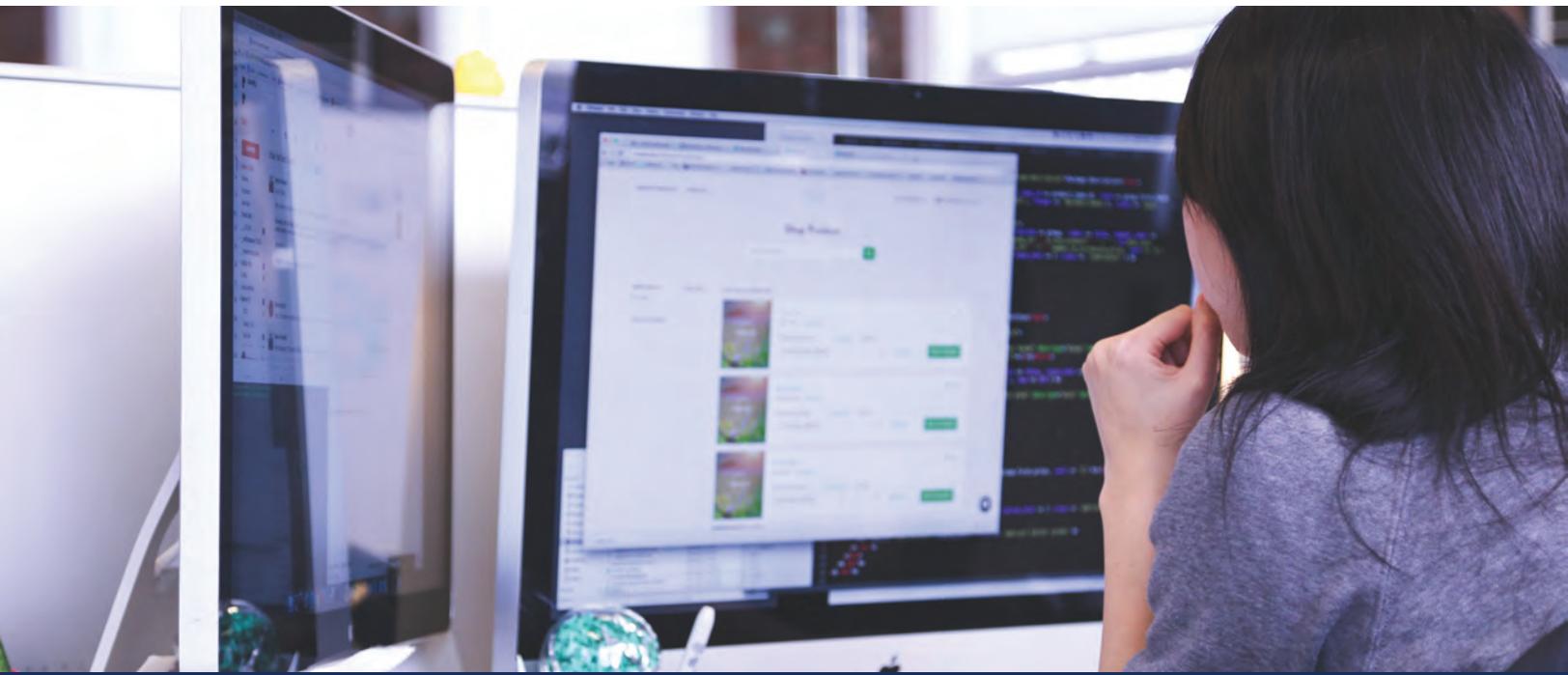
Wednesday, March 11, 2020

4 p.m. - 6 p.m.

Career Center Library,

Memorial Union Room #300





PUBLISH OR PERISH?

A Graduate Student's Guide to Publishing

DATE & TIME

Thursday, March 5
4:00 - 6:00 PM

LOCATION

Fogler Library Classroom 1

ATTEND VIA ZOOM

bit.ly/grad-publish

Join faculty and graduate students from across disciplines to discuss what to consider when publishing, what to watch out for, who to consult in the process, how to respond to reviews, and tips for reaching audiences and gaining visibility of one's work. Panelists include:

- Brie Berry, PhD candidate in Anthropology and Environmental Policy
- Elisabeth Kilroy, PhD Candidate in Biomedical Science and Engineering
- Jacquelyn Gill, Associate Professor of Paleocology and Plant Ecology
- Shaleen Jain, Professor of Civil and Environmental Engineering
- Leah Hakkola, Assistant Professor of Higher Education
- Dylan Dryer, Associate Professor of Composition Studies in the Department of English

All are welcome. Please bring your insights and questions!

Sponsored by Fogler Library and the Graduate School.

The University of Maine Graduate School
The University of Maine Office of Research Development

Applying for the
National Science Foundation's
**GRADUATE
RESEARCH
FELLOWSHIP
PROGRAM**

3.26.20 12:00 p.m. // 57 Stodder Hall

Allyson Hammond from UMaine's ORD and Scott Delcourt from the Graduate School will present an overview of this prestigious funding opportunity as well as tips on the application process. Bring your own lunch, light refreshments will be provided.

RSVP: bit.ly/GRFP326

Zoom: maine.zoom.us/j/854488728



THESIS FORMATTING WORKSHOP

GRADUATING SOON? MAKE SURE YOUR THESIS IS FORMATTED
CORRECTLY AND IS AS READY TO ROLL AS YOU ARE.

TUESDAY, MARCH 3 | 12-1 PM

STODDER HALL, ROOM 57

RSVP HERE: [BIT.LY/3320THESIS](https://bit.ly/3320thesis)





WRITING A RESEARCH ABSTRACT

DATE & TIME

Wednesday, March 4
6:00 - 8:00 PM

LOCATION

Fogler Library Classroom 1

ATTEND VIA ZOOM

maine.zoom.us/j/562920069

The most important part of your research paper is your abstract. Its purpose is not only to concisely summarize your work but also to grab the reader's attention and convince them that your research is valuable and important. An unclear abstract can set the stage for confusion, whereas a polished abstract prepares the reader by telling them what to expect from your paper.

This workshop will show you how to perfect your abstract (with an emphasis on the UMaine Student Symposium's guidelines). We will begin with an overview of abstract-writing tips, followed by group activities for practice. Time will be reserved for peer review of draft abstracts, so feel free to bring yours with you!

Space is limited. First come, first served.

About the Speaker

Ally Hammond is a student in the Master of Social Work program. She also works at the Office of Research Development, where she assists with grant proposals, manages internal funding competitions and provides training and workshops on research topics.

Memo

To: Kody Varahramyan, Vice President for Research and Dean of the Graduate School
From: Michael Weber, Dean of the Graduate School of Business
Date: February 13, 2020
Subject: MBA Concentration – Global Policy

The attached proposal provides details for an MBA Concentration in Global Policy. The specific elements of the proposal include the following:

- Academic Program Alignment
- Admissions Requirements
- Completion Requirements
- Program Description
- Program Requirements
- Course Descriptions

This concentration is being offered in collaboration with the School of Policy and international Affairs and Executive Director Captain James Settele has approved the proposal..



Proposal – MBA Concentration - Global Policy

Academic Program Alignment

1. Mission and Goals
 - a. We believe the MBA Concentration in Global Policy supports the mission and goals of the University of Maine and the Maine Business School by preparing students for successful careers in Global Policy through the development of applicable business and policy skills. We believe this program will help improve the quality of life for Mainers by contributing to the professional workforce who will be responsible stewards of the business and policy platforms that support responsible and ethical decision making. This concentration is also a good example of cross-disciplinary academic program development.
2. Program Demand
 - a. The top jobs in Global Policy include Government Affairs Manager, Communications Consultant, Global Policy Manager/Advisor, and Analyst (Trade, Law, Economics, Policy). There are currently 120,000 Global Policy oriented jobs listed on Indeed.com. The average salary for Global Policy Professionals is \$59,000 according to Glassdoor.
3. Program Resource Needs
 - a. No additional resources are needed because The School of Policy and International Affairs is already delivering the course sequence.
4. Delivery Modalities
 - a. The concentration courses are currently delivered on the Orono campus, and will continue to be delivered face 2 face.

Concentration Description

The MBA concentration in Global Policy acknowledges the value of developing analytical tools and professional skills necessary to deal with some of the most pressing global challenges. Students take a prescribed series of courses offered by the University of Maine School of Policy and International Affairs. This is a 12-credit concentration, including BUA 626 and 9 credit hours of Global Policy courses. The total credits for the MBA, with a concentration in Global Policy, is 33 credit hours.

Concentration Requirements

Completion of MBA Foundations and/or Tutorials

Completion of MBA Core (24 credit hours), including BUA 626 Management of Contemporary Organizations

Completion of 9 credit hours of Global Policy courses:

- **SPI 502 - Contemporary Issues in World Economy**
- **SPI 503 - Contemporary International Relations**
- **SPI 573 - Global Politics**



Brief Course Descriptions

SPI 502 - Contemporary Issues in World Economy

This course provides a higher level understanding of how the world economy actually works; its relation to economic growth, the distribution of wealth, sustainable development, culture, and political power. Because of overlap, ECO 502 and SPI 502 cannot both be taken for degree credit.

SPI 503 - Contemporary International Relations

How the international system works. Peoples, states, and sovereignty. International organizations, diplomacy, and law. Globalization and development; environment; human rights; ideologies. Theory linked to cases, problems, and research.

SPI 573 - Global Politics

Reviews conceptual/thematic issues of global politics, including globalization and technology, climate change, international organizations and NGOs, democracy and development, multinational corporations, demographics and resource competition and organized crime. Examines the interests, strategies, challenges and prospects of selected key states or regions. Students will analyze and evaluate trends and changes in global politics and develop an understanding of how and why leaders of key and emerging powers perceive their interests, threats and opportunities.

Goal 1: We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.

1.1 We will welcome and support all learners and engage them in experiential learning.

1.1.1 We will support timely progress to graduation.

1.1.2 Our curricula will prepare undergraduate and graduate students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.

1.1.3 Authentic experience in research, scholarship and/or creative activity will be part of every undergraduate's experience.

1.1.4 We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges and other microcredentials.

1.1.5 We will ensure access for qualified learners and reduce student debt.

1.1.6 We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.

1.2 We will create new knowledge and apply innovative research and scholarship to enrich lives.

1.2.1 We will mobilize our expertise and resources to create new knowledge and to solve pressing societal problems through research, development and engagement.

1.2.2 We will move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond.

1.2.3 We will produce graduates prepared to contribute to the knowledge, innovation and creative economy.

1.2.4 We will grow and diversify the doctoral education and research enterprise at UMaine, in partnership with stakeholders and collaborators, including other UMS campuses.

Goal 2: We will continue to provide accessible and affordable education, research and service through processes that ensure effectiveness, efficiency and quality.

2.1 We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.

2.1.1 We will collaborate with stakeholders, taking advantage of individual and collective strengths to address needs, innovate for the future and bring about positive change.

2.1.2 We will build UMaine's reputation as an easily accessible and highly desirable partner to apply creativity and innovation to solve problems for Maine businesses, K-12 education, industry and the state.

2.1.3 We will align research and academic resources in cross-campus partnerships to expand opportunities for students and communities throughout Maine.

2.2 We will optimize management of our infrastructure and enhance it to support the realization of our vision.

2.2.1 We will be a national leader in sustainability in higher education.

2.2.2 We will manage our "footprint" to maximize the efficiency of space utilization.

2.2.3 We will develop a budgeting process that is responsive and transparent, aligns resources with strategic priorities, and creates incentive/reward structures that support advancement toward university goals.

2.3 We will communicate effectively with all stakeholders.

2.3.1 We will develop an organizational structure that supports coordinated communication with internal and external stakeholders.

2.3.2 We will develop processes for coordinating marketing strategies.

2.3.3 We will work with the University of Maine System to develop coordinated government relations strategies.

Goal 3: The university will be a rewarding place to live, learn and work by sustaining an environment that is diverse and inclusive, and fosters the personal development of all its stakeholders.

3.1 We will be recognized as a great place to work in Maine.

3.1.1 We will be a welcoming and inclusive community where every viewpoint and every person is respected and diversity is embraced.

3.1.2 We will ensure that all employees have opportunities for professional development.

3.1.3 We will ensure that our policies and practices support work-life balance, and foster and facilitate a diverse workforce.

3.2 Students will form a lifelong relationship with the university.

3.2.1 We will ensure that all students have opportunities to engage in the life of the university outside of the classroom.

3.2.2 We will sustain a culture in which supportive interactions between faculty/staff and students are the norm.