

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee met on January 18, 2022 and is recommending the following courses to the Graduate Board for approval at its January 27th meeting.**

### ***New Courses:***

**BIO 529** Plant-Insect Interactions

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**ECO 503** Experimental Economics

**NUR 527** FNP Care of Adults II -Clinical

### ***Modifications:***

**SED 506** Assessment and Program Planning In Early Childhood Intervention

**SED 521** Center-Based Practicum and Seminar in Early Childhood

**SED 655** Graduate Project in Early Childhood Intervention

# Course Proposal

Row 47

Created 12/20/21 11:43 AM

Received Date 12/21/21

Syllabus Check Designator  
Check

GS Status Add to GB Agenda

GB Approved  
Date

Status Ready for Graduate Board Review

Course  
Designator &  
Number BIO 529

Academic Unit Biology &amp; Ecology

Effective  
Semester Spring 2023

Course Title Plant-Insect Interactions

Action Create a New Course

New Course  
Type New CourseCourse  
Modification  
Type

**Proposed Catalog Description**

Herbivorous insects and their host plants represent a prime example of coevolution – the populations of interacting species acting as selective agents of adaptation for one another. This course will discuss the many ways in which insects exploit woody and herbaceous plants, and how these interactions can benefit or adversely affect plant growth, survival, and competition. In addition, the course reviews the mechanisms involved with plant-insect interactions, including those related to chemical defenses, behaviors, adaptations, and management. BIO 429 and BIO 529 cannot both be taken for credit.

New Course  
Title

New Course

**Designator & Number****Prerequisites** Graduate standing**Credit Hours** 3**Components** Lecture**Other Modification****Text(s) Planned for Use** none**Course Instructor** Angela Mech, Assistant Professor of Forest Entomology, 50% teaching load**Reason for New Course** There has been an increasing demand for entomology courses at UMaine. This course will fill a current gap in insect knowledge that focuses on aspects pertaining to their coevolution and interactions with terrestrial plants.**Proposed Resources** No. The academic unit will not request additional resources for this course**Additional Resources Required****Units Affected** No other units will be affected. There is no significant course overlap because plant-insect interactions is typically only a briefly mentioned topic in other basic entomology classes.**Course Frequency** Every other spring. It will not result in any overload.**Current Catalog Description****Reason for Course Modification****Reason for Course Elimination****Repeated for Credit** No**Credits Allowed****Completions Allowed**

**Enroll Multiple  
Times in Term** No

**Distance  
Technology** In-Person

**Prerequisite  
Modification**

**Preparer** angela.mech@maine.edu

**Leader** jacquelyn.gill@maine.edu

**Leader  
approval** Approved

**Leader  
approval date** 12/20/21

**Curriculum  
Committee  
Chair 1** susans@maine.edu

**Curriculum  
Committee  
Chair 1  
approval** Approved

**CC Chair 1  
Approval Date** 12/21/21

**College Dean 1** susans@maine.edu

**College Dean 1  
approval** Approved

**Dean 1  
Approval Date** 12/21/21

**DLL Approval**

**DLL Approval  
approval**

**DLL Approval  
Date**

**Cross Listed** No

**Leader 2**

**Leader 2  
approval**

**Leader 2  
approval date**

Curriculum  
Committee  
Chair 2

Curriculum  
Committee  
Chair 2  
approval

CC Chair 2  
Approval Date

College Dean 2

College Dean 2  
approval

Dean 2  
Approval Date

UGRD Cross  
Listed?      Yes

UGRD Cross  
Listing Course      BIO 429



**Course Syllabus for BIO 429/529**  
**Plant-Insect Interactions**  
**Spring Semester 2023**

<b>Lecture Time:</b>	TBD
<b>Instructor:</b>	<u>Dr. Angela Mech</u>
<b>Email:</b>	angela.mech@maine.edu
<b>Office:</b>	306 Deering Hall
<b>Phone:</b>	207-581-2984
<b>Office Hours:</b>	TBD or by appointment

Course materials, class lectures, videos, homework assignments, additional readings, and other pertinent information will all be made available via **Brightspace**.

### **Course Goals**

Herbivorous insects and their host plants represent a prime example of coevolution – the populations of interacting species acting as selective agents of adaptation for one another. This course will discuss the many ways in which insects exploit woody and herbaceous plants, and how these interactions can benefit or adversely affect plant growth, survival, and competition. In addition, the course reviews the mechanisms involved with plant-insect interactions, including those related to chemical defenses, behaviors, adaptations, and management. BIO 429 and BIO 529 cannot both be taken for credit.

### **Learning Outcomes**

By the end of this course, students will be able to:

- Discuss the basic general entomology, plant physiology, and chemistry associated with plant-insect interactions
- Identify the diversity of interactions among plants and insects
- Explain the various morphological and chemical defenses of plants and counter defenses of insects
- Apply basic plant-insect interaction theories to natural resource management, environmental quality, and sustainable development
- Examine and comprehend the coevolutionary arms race between insects and plants
- Synthesize the primary literature and research pertaining to different aspects of plant-insect interactions to construct and support or critique hypotheses regarding the evolution of plants and insects.

## Grading

**Quizzes and In-class Activities (20 pts each):** Periodically, quizzes will be given at the beginning or end of a class. This will help me gauge where we are as a class and what information I may need to revisit to ensure understanding before moving on to a different topic. In addition, in-class activities may occur that will be completed before the end of the class period. Because I understand that life happens and points cannot be made up if a class is missed, the lowest scored item will be dropped.

**Exams (75 pts each):** There will be 3 exams (including the final). Questions on exams may be posed as multiple choice, matching, true or false, and/or short answer.

## Undergraduate Student Grading

**Scientific Papers:** Reading the literature on plant-insect interactions constitutes a portion of this course. Information from the readings will be included on exams from a conceptual, but not detailed, basis. Be sure to understand the major points the authors are making. You will only be expected to read the Abstract/Intro and Discussion/Conclusion sections of the articles (unless otherwise specified). If you find the topic interesting, hopefully you will want to read more!

**Group Discussions & Written Assignments (30 pts each):** Some lecture time will be designated for group discussions about the reading assignments, graduate student presentations, and the topic they pertain to (see tentative schedule). You will be responsible for submitting a short essay homework assignment following each discussion. Questions for these assignments will be provided on discussion days. There will be 6 short essay assignments through the semester based on the assigned readings and group discussions. Typed papers will be assigned to demonstrate your understanding of information presented and read, as well as to strengthen your writing skills – no matter your future career, writing will be a fundamentally important skill. Students must write *their own unique homework*. Failure to do so will be considered a violation of the University's academic honesty guidelines.

## Graduate Student Grading

**Scientific Papers:** Reading the literature on plant-insect interactions constitutes a portion of this course. Information from the readings will be included on exams from a conceptual, but not detailed, basis. Graduate students are expected to read all articles in their entirety.

**Group Discussions & Written Assignments (30 pts each):** Some lecture time will be designated for group discussions about the reading assignments, graduate student presentations, and the topic they pertain to (see tentative schedule). You will be responsible for submitting a short essay homework assignment following each discussion. Questions for these assignments will be provided on discussion days. There will be 5 short essay assignments through the semester based on the assigned readings and group discussions. Typed papers will be assigned to demonstrate your understanding of information presented and read, as well as to strengthen your writing skills – no matter your future career, writing will be a fundamentally important skill. Students must write *their own unique homework*. Failure to do so will be considered a violation of the University's academic honesty guidelines.

**Presentation (75 pts):** Each graduate student will lead one topic discussion. This will involve giving a brief presentation on a different article that highlights the key points from the assigned reading. A list of articles to choose from will be available beforehand and I will meet with each graduate student prior to their discussion week to help design questions for the discussions and the written assignment associated with their topic. Grades will be based on the quality of communication and the presentation, as well as the breadth of knowledge regarding the article presented.

<i>Undergraduate Students</i>	Points	% of grade
Lecture quizzes/activities	75	15.6
Written assignments (6)	180	37.5
Exams (3 @ 75 pts each)	225	46.9
Final Percentage Grade = student points /480	480	

<i>Graduate Students</i>	Points	% of grade
Lecture quizzes/activities	75	14.3
Written assignments (5)	150	28.6
Discussion Presentation (1)	75	14.3
Exams (3 @ 75 pts each)	225	42.8
Final Percentage Grade = student points /525	525	

Final grades will be awarded using the following scale:

Percentage	GRADE	Percentage	GRADE	Percentage	GRADE
≥ 93	A	80-82	B-	67-69	D+
90-92	A-	76-79	C+	63-66	D
86-89	B+	73-75	C	60-62	D-
83-85	B	70-72	C-	< 60	F

## Tentative Schedule

WEEK	TUESDAY	THURSDAY	READINGS/HOMEWORK
1	Welcome! Plant basics	Insect basics	
2	Interspecific interactions	Interspecific interactions	Read (#1) re: coevolution between plants and insects
3	*Diversity of interactions	Diversity of interactions	
4	Insect diversity	Insect physiology	
5	(EXAM 1)	Nutritional ecology of herbivores	Read (#2) re: plant defenses
6	*Plant morphological defenses	*Plant morphological defenses (G)	<b>Discussion Essay 1</b> & Read (#3) re: chemical defenses
7	Plant chemical defenses	*Plant chemical defenses (G)	<b>Discussion Essay 2</b> & Read (#4 & #5) re: induced defenses
8	Induced defenses	*Induced defenses	<b>Discussion Essay 3</b>
9	No Classes	Insect counter adaptations	Read (#6 & #7) re: physiological adaptations
10	(EXAM 2)	*Physiological adaptations (G)	<b>Discussion Essay 4</b> & Read (#8) re: tritrophic interactions
11	Insect symbionts	*Tritrophic interactions (G)	<b>Discussion Essay 5</b> & Read (#9) re: coevolution
12	Herbivores in community ecology	No Classes	Read (#10) re: climate change impacts
13	*Climate change impacts on plant-insect intxns (G)	Invasive species	<b>Discussion Essay 6</b>
14	Application of plant-insect intxns	Final Exam Review	
15		<b>FINAL EXAM</b>	

\*Denotes lectures that will include discussions

(G) Denotes graduate student led discussion(s)



# Course Proposal

Row 43

**Created** 11/05/21 10:06 AM

**Received Date** 11/05/21

**Syllabus Check** 

**Designator Check** 

**GS Status** Add to GB Agenda

**GB Approved Date**

**Status** Ready for Graduate Board Review

**Course Designator & Number** ECO 503

**Academic Unit** Economics

**Effective Semester** Fall 2022

**Course Title** Experimental Economics

**Action** Create a New Course

**New Course Type** New Course

**Course Modification Type**

**Proposed Catalog 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. Experimental 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, methods and outcomes of experimental economics. Topics covered include experimental economics ethics, basics of experimental design in economics, opportunities, challenges and limitation of experimental methods, analysis of experimental data and key contributions to the economic literature. ECO 403 and 503 cannot both be taken for credit.

**New Course Title**

**New Course Designator & Number****Prerequisites** ECO 420 or permission**Credit Hours** 3**Components** Lecture**Other Modification****Text(s) Planned for Use** This course will primarily rely on scholarly articles from the field. These will be provided to students via the course learning management page (i.e. Brightspace) or Fogler Library.**Course Instructor** Caroline Noblet, Associate Professor, 33% teaching**Reason for New Course** Behavioral Economics and Experimental Economics are both emerging fields that justify a full semester course based on academic merits and student interest. The 2019 Nobel Prize in Economics was awarded to a trio of Experimental Economists two years after the 2017 prize was awarded to a Behavioral Economist! Originally, a course was taught that combined these two fields because the School of Economics was uncertain about the demand for a course on these topics, but with STRONG enrollment (115 students in 4 years), student participation, and course evaluations, this course will be split into two different topic courses. Instead of offering this course every year, the courses will alternate odd/even years. Behavioral Economics (ECO 404/504) was taught for the first time as stand alone (i.e. without any experimental economics component) in F2021 with 45 students, 8 of whom were graduate students.**Proposed Resources** No. The academic unit will not request additional resources for this course**Additional Resources Required****Units Affected** None**Course Frequency** Course offered every other year. No overload.**Current Catalog Description****Reason for Course Modification****Reason for Course Elimination**

**Repeated for Credit** No

**Credits Allowed**

**Completions Allowed**

**Enroll Multiple Times in Term** No

**Distance Technology** In-Person

**Prerequisite Modification**

**Preparer** sharon.klein@maine.edu

**Leader** teisl@maine.edu

**Leader approval** Approved

**Leader approval date** 11/05/21

**Curriculum Committee Chair 1**

**Curriculum Committee Chair 1 approval**

**CC Chair 1 Approval Date**

**College Dean 1** susans@maine.edu

**College Dean 1 approval** Approved

**Dean 1 Approval Date** 11/05/21

**DLL Approval**

**DLL Approval approval**

**DLL Approval Date**

**Cross Listed** No

**Leader 2****Leader 2  
approval****Leader 2  
approval date****Curriculum  
Committee  
Chair 2****Curriculum  
Committee  
Chair 2  
approval****CC Chair 2  
Approval Date****College Dean 2****College Dean 2  
approval****Dean 2  
Approval Date****UGRD Cross  
Listed?** Yes**UGRD Cross  
Listing Course** ECO 403

## **ECO 403/503: Experimental Economics --Fall 2022**

### **COURSE BASICS**

**Class Meetings:** TBD

**Location:** TBD

**Instructor:** Caroline L. Noblet (em) [caroline.noblet@maine.edu](mailto:caroline.noblet@maine.edu), (office ph) 207.581.3172

**Instructor Office Hours:**

In person: TBD. 305 Winslow Hall

Via zoom: TBD.

**Prerequisites:** ECO 120 or permission for ECO 403; ECO 420 or permission for ECO 503

**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. Experimental 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, methods and outcomes of experimental economics. Topics covered include experimental economics ethics, basics of experimental design in economics, opportunities, challenges and limitation of experimental methods, analysis of experimental data and key contributions to the economic literature. ECO 403 and 503 cannot both be taken for credit.

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

Your full engagement with this course will provide you with the ability to:

1. Understand and elaborate on the major contributions of experimental economics to the economics literature,
2. the ability to assess economic experiments as presented to the academic literature, and
3. at a foundational level; design, conduct and communicate the findings of experimental research in economics.

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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.

## COURSE MATERIALS

**Learning Management System:** This course uses **Brightspace** to provide access to the course schedule, reading list, assignment, announcements and other course resources.

**Readings:** There is no required textbook for this course. This course primarily relies on articles from the academic literature - these will generally be provided on Brightspace. At times, you may be asked to find your own articles too (for example, a journal article available via Fogler library online).

\*\*\*Readings are due at the beginning of class for the class they are listed.

**Class Meetings:** Class time will be used to introduce new material, address questions, have discussions from the required readings and engage in extension with the material. Note that the mixed-level nature of this course (i.e. 400/500) can present both challenges and opportunities. Our class time is used most wisely when everyone is prepared for class.

## ASSIGNMENTS AND LEARNING

*"To learn and not to do is really not to learn" - Stephen R. Covey.*

During the semester you will be asked to complete several assignments. They will give you a chance to apply what you learn in class, making connections to policy &/or work in the field and our course readings. Please see the **Course Schedule** at the end of this syllabus.

### **Class Participation & Muddiest Points - 10%**

As a discussion-based class, your participation is essential. Participation is expected at each class, including preparing any readings in advance.

1. "Muddiest Points" You will complete 1-minute writing exercises throughout the semester to help us navigate what areas of the class you would like to spend more time on - this helps me keep track of where we are in understanding content. These are in-class assignments and will be graded as 0/1 (0 if you don't do them, 1 if you do them). I will drop the lowest.
2. Other 'preparing for class' assignments. You will be asked to complete other assignments that ensure you are prepared for class (ex: take online surveys, take in-class quizzes). They will also be graded as 0/1.

### **Discussion Leader (DL) - 10%**

The first 10-15 minutes of **most Thursdays** will be dedicated to 'activate discussion'. Each student (with a small group) 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 and jump start the current class. 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 a similar course, this was a hit!

### **Mock IRB Proposals - 30%**

You will be asked to write 3 mock IRB proposals for the experiments described in specific papers. Proposals must be submitted via Brightspace by the start of class on the due date. Late submissions lose one letter grade for each day they are late.

### **Experiment Project- 50%**

The culminating experience for this course is the creation and presentation of an experimental research proposal. Every student is expected to develop a 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. You will receive additional information about the proposal assignment in class and on Brightspace as the semester progresses. Note that the components of the paper will not be accepted past the due date. There are four components to this:

- *Concept paper (10%)*: This is an outline of your idea (what are your hypothesis or what area will you investigate), 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. At least one of these references should be outside the required course readings.
- *IRB preparation (10%)*: When data is collected from human beings, we need to take care in protecting their rights. The University of Maine Institutional Review Board serves this role. Students will prepare an IRB submission (examples will be provided) for their research proposal.
- *Presentation of Research Proposal (15%)*: . A full draft of the proposal should be complete by this point – using the final week(s) to make revisions as needed.
- *Final Research Proposal (15%)*: Your final research proposal will read like a journal article – what are your hypotheses, 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 and implications.

## **GRADING**

The overall grade for the course will be determined by the following weights, as noted above (graduate students should see separate page on expectations for 503):

Participation	10%
Discussion Leader	10%
Mock IRB	30%
Experiment Project	50%

**Final grades** will be assigned as follows: A (anything above a (93); A- (90-92); B+ (87-89.9); B (83-86.9); B- (80-82.9); C+ (77-79.9); C (73-76.9); C- (70-72.9); D+ (67-69.9); D (63-66.9); D- (60-62.9); F (59.9 or less)

## TIPS

- **Your Success depends on you:** During the class period, I expect you to give this course your full attention. Please *limit your non-course-related use of electronic devices* during class and stay engaged. For this course to be most effective, we all need to be dedicated to doing the work and having respectful discussion. For some of you, this may be the first opportunity to read academic literature - it can take time (often 2 hrs) to really read a journal article!  
Undergraduate students: In general, you can expect (or you should) be spending 6-10 hours on this course per week. The rule of thumb for college courses is spending 3 hours per credit hour (so, for a 3 credit class x 3 hours = 9 hours) OUTSIDE of class meeting time. If something is prohibiting you from fully participating in class, please contact me so we can discuss your concerns and needs (please don't wait until the end of the semester!).
- **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 a personal life as well, so please be patient. These same expectations hold for contact with our course TA
- **For those really interested in Experimental Economics:** Experimental Economics is a growing field – with a lot going on! Our Brightspace page has a lot of additional resources for you to engage with outside of our class, and materials /resources you may like [but these certainly aren't needed for class].

## 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 Accessibility Services: 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 (due to COVID-19 or other long-term disruptions), 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.

### **Additional Requirements for ECO 503 Students**

Students enrolled in 503 will be receiving credit for a graduate level course. Therefore, course expectations will differ from the students enrolled in 403. Further, I will be grading your work consistent with expectations for graduate level work.

ECO 503 students are expected to:

- (1) Present an experimental economics paper of your choosing (ideally a paper where experimental economics has informed the area of your own research) to the class. You will be responsible for: (1) presenting the details of the paper to your peers during class and how it informs your area of research, and (2) creating thoughtful discussion questions and facilitating a productive class discussion of your research area/article. Sign up will take place at the start of the semester, and selection of paper should be discussed with Dr. Noblet.
  - a. Note: this will count as 10% of your grade, in lieu of being a discussion leader.
- (2) Participate in additional meetings with me/ other grad students to allow for further in-depth discussion of topics. These meetings may require additional reading.
- (3) Complete the Mock IRB Proposals at a graduate course level.
  - a. You may also be asked to lead small group discussions of the Mock IRB papers.
- (4) Complete the Economic Experiment paper individually and at a graduate course level. An appendix to your review must include additional items
  - a. Identify how the selected topic ties into your thesis or research interest including whether or not this project has altered how you will approach the thesis or future research.
  - b. Identify three potential journal outlets for research in your area that has experimental economic components - and justify the 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.

\*I will gladly collect input on the graduate section experience.

### **COURSE SCHEDULE**

\*Please be advised that changes to this schedule will be announced, as necessary, in class and on Brightspace.

	<b>Topic</b>	<b>Tuesday</b>	<b>Thursday</b>
Week 1:	-Introduction - Why Experimental Economics?	Intro to Experimental Economics What are economic experiments and why should we do them?	Experimental Economics Ethics; Pre-Registration  What does it mean to perform ethical experiments in economics? What is pre-registration and why is it important? What is human subjects research?
Week 2: 9/6	Experimental Methodology in Economics	What are the factors we need to consider when designing experimental research in economics?	How do we ensure that our experiments are replicable? How do we address internal and external validity?
Week 3: 9/13  *last day to drop classes for refund 9/13	Experimental Methodology; Survey-Based Experiments and Online Experiments	How do we do experiments using surveys? What are the challenges and opportunities of using surveys to implement an economic experiment?	How do we conduct experiments online? What are the pitfalls of online experiments? Are populations and results similar to laboratory experiments?  <b>Discussion Leaders 1</b>
Week 4: 9/20	Class Experiment: Topic & Design	Which economic theory do we want to test? How will we go about testing it?	Issues in Project Management and Working with Stata  How do we make sure we properly keep track of everything? How can we use Stata to manage our data and analysis properly?  <b>Discussion Leaders 2</b>

Week 5:	Analysis of Experimental Data	What is the basic toolbox we need to analyze data resulting from economic experiments?	What are some additional methods we might use to analyze experimental data (from repeated measures, ordinal, etc.)  <i>Discussion Leaders 3</i>
Week 6:	Individual Decision-Making	What are some examples of experiments that assess economic decision-making by individuals?	Time & Risk Preferences  Decisions are often made under conditions of uncertainty. How do we create experiments that assess preferences under these conditions?  <i>Discussion Leaders 4</i>
Week 7:	Individual Decision-Making	Individual Decision-Making; Understanding the Decision-Making Process  Sometimes we are more interested in the “how” than the “what.” How do we design experiments that investigate the decision-making process?	Individual Decision-Making; Deciding for Others The principal-agent problem is an important topic in economic theory. How do we design experiments that seek to understand the decisions that people make on behalf of others?  <i>Discussion Leaders 5</i>
Week 8: 10/18	Interaction in Experiments: Cooperation	What techniques can we use to test theories regarding cooperative behavior?	How do we create experiments that test provision of public goods and commons resources?  <i>Discussion Leaders 6</i>

Week 9: 10/25	Interaction in Experiments: Peer Effects & Competition	How do we create experiments that test the effect of the presence of others on economic decision- making?	What are the typical methods used to investigate competitive behavior?  <i>Discussion Leaders 7</i>
Week 10: 11/1	Interaction in Experiments: Markets, Auctions, & Contests	How do we set up markets, auctions, and contests in an experimental setting? How does the presence of a market affect behavior? What kinds of questions can we examine using these methods?	<b>Experiment Project In class time</b>  <i>Discussion Leaders 8</i>
Week 11: 11/8  *last day for a W, 11/12	Intro to Field & Natural Field Experiments;	What are field experiments and why are they important? What is the lab-field gap and why does it exist? How do we set up artifactual and framed field experiments? How can these experiments be used to understand economic behavior?	How are natural field experiments different from natural experiments? What are the primary benefits and challenges of this type of experiment? What are the kinds of questions we can ask using natural field experiments?
Week 12: 11/15	Contributions, Challenges & Limitations of Experimental Methods	In what ways has an experimental approach contributed to economics? Where is work still needed? What methodological challenges remain?	Continued...  <i>Discussion Leaders 9</i>

# Course Proposal

Row 45

**Created** 11/29/21 10:04 AM**Received Date** 01/07/22**Syllabus Check** ☐**Designator Check** ☐**GS Status** Add to GB Agenda**GB Approved Date****Status** Ready for Graduate Board Review**Course Designator & Number** NUR 527-**Academic Unit** Nursing**Effective Semester** Spring 2023**Course Title** FNP Care of Adults II-Clinical**Action** Create a New Course**New Course Type** New Course**Course Modification Type**

**Proposed Catalog Description** This course is fifth in a series of five primary health care clinical courses in the Master of Science in Nursing Family Nurse Practitioner program. Emphasis is placed on assessment, evaluation, and management of adult health care problems commonly encountered in rural primary care settings. Attention is given to the complex socioeconomic and cultural issues that impact care of rural populations by the family nurse practitioner. The objective for this clinical is for the student to gain experience in conducting health appraisals and physical examinations, determining differential diagnosis, and developing a treatment plan on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA). Students will complete a minimum of 224 supervised clinical hours.

**New Course** FNP-Care of Adults II-Clinical

**Title****New Course  
Designator &  
Number**

NUR 527

**Prerequisites**

Department permission; Concurrent NUR 523

**Credit Hours**

3

**Components**

Clinical

**Other  
Modification****Text(s) Planned  
for Use**

Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing-an interprofessional approach (5th ed.). Philadelphia: F.A. Davis

**Course  
Instructor**

Eva Quirion, PhD, FNP; Lecturer in Nursing; course will be part of assigned workload

**Reason for  
New Course**

Currently NUR 523 is a variable credit course with two sections. One section is lecture worth 3 credits and one section is clinical also worth 3 credits. This new course proposal will replace the clinical section effectively separating lecture and clinical. This makes it clearer for students regarding clinical expectations.

**Proposed  
Resources**

No. The academic unit will not request additional resources for this course

**Additional  
Resources  
Required****Units Affected**

none

**Course  
Frequency**

annually in spring

**Current  
Catalog  
Description****Reason for  
Course  
Modification****Reason for  
Course  
Elimination****Repeated for  
Credit**

No

**Credits  
Allowed**

3

**Completions  
Allowed** 1

**Enroll Multiple  
Times in Term** No

**Distance  
Technology** In-Person

**Prerequisite  
Modification**

**Preparer** Patricia.poirier@maine.edu

**Leader** kelley.strout@maine.edu

**Leader  
approval** Approved

**Leader  
approval date** 11/30/21

**Curriculum  
Committee  
Chair 1**

**Curriculum  
Committee  
Chair 1  
approval**

**CC Chair 1  
Approval Date**

**College Dean 1** susans@maine.edu

**College Dean 1  
approval** Approved

**Dean 1  
Approval Date** 01/07/22

**DLL Approval**

**DLL Approval  
approval**

**DLL Approval  
Date**

**Cross Listed** No

**Leader 2**

**Leader 2  
approval**



**Leader 2  
approval date**

**Curriculum  
Committee  
Chair 2**

**Curriculum  
Committee  
Chair 2  
approval**

**CC Chair 2  
Approval Date**

**College Dean 2**

**College Dean 2  
approval**

**Dean 2  
Approval Date**

**UGRD Cross  
Listed?** No

**UGRD Cross  
Listing Course**

**UNIVERSITY OF MAINE  
SCHOOL OF NURSING  
NUR 527: FNP-Care of Adults II-Clinical  
SPRING 2022**

<b>Credits:</b>	3 (224 supervised clinical hours)
<b>Pre-requisites:</b>	Department permission
<b>Concurrent:</b>	NUR 523
<b>Class Schedule:</b>	Determined in collaboration with preceptor
<b>Faculty:</b>	Eva Quirion, PhD, FNP Lecturer, Dunn Hall, Room 240 Cell: 207.944.5595 E-mail: <a href="mailto:Quirion@maine.edu">Quirion@maine.edu</a> Office hours by appointment

### **COURSE DESCRIPTION**

This course is fifth in a series of five primary health care clinical courses in the Master of Science in Nursing Family Nurse Practitioner program. Emphasis is placed on assessment, evaluation, and management of adult health care problems commonly encountered in rural primary care settings. Attention is given to the complex socioeconomic and cultural issues that impact care of rural populations by the family nurse practitioner. The objective for this clinical is for the student to gain experience in conducting health appraisals and physical examinations, determining differential diagnosis, and developing a treatment plan on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA). Students will complete a minimum of 224 supervised clinical hours.

### **COURSE OBJECTIVES**

Upon successful completion of the course the learner will:

1. Provide effective patient- and family-centered primary health care to adults giving special attention to the complex socioeconomic and cultural characteristics of rural families and communities.
2. Apply knowledge of theories of adult human behavior, developmental transitions, crises, and family dynamics in client-nurse interactions.
3. Utilize current literature to keep abreast of new developments in health care and to incorporate research findings and expert recommendations into clinical practice as appropriate.
4. Accurately assess and manage the common health problems of adults based on the integration of knowledge related to anatomy, physiology, pathophysiology, and sociocultural aspects of health and illness.
5. Perform and interpret selected screening and diagnostic tests commonly used in primary health care settings.
6. Utilize ethical principles and appropriate therapeutic modalities, both pharmacologic and non-pharmacologic, to promote and restore the health and well-being of adult clients.

7. Incorporate principles of teaching and counseling in client-nurse encounters to assist clients and families to achieve optimum well-being.
8. Differentiate between those clients who may be managed by the family nurse practitioner and those requiring consultation with, or referral to, other health care providers.
9. Accurately document the data base, assessment, and plan of care using the problem-oriented format (SOAP) and the electronic health record.

## COURSE FORMAT

Clinical (3 credits): Clinical practice for NP students, minimum 224 precepted hours

## REQUIRED MATERIALS

Dunphy, L. M., Winland-Brown, J. E., Porter, B. O., Thomas, D., J. (2019). *Primary care: The art and science of advanced practice nursing – an interprofessional approach*. (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.

**\*Additional required readings, supplementary resources, and assignment guidelines will be posted on the Brightspace course site.**

## COURSE EVALUATION (students must receive a pass in all areas in order to pass the course)

Clinical Log via Medatrax	Pass/Fail
224 Hours of Precepted Clinical Experience	Pass/Fail
Submission of midterm and final preceptor evaluation	Pass/Fail
Simulation lab	Minimum grade of 80%

## COURSE GRADING

Pass - successful completion of all areas on rubric below; fail - one or more areas on rubric below not successfully completed

Clinical log & summary of clinical experiences are to be submitted **weekly** via Medatrax. The clinical log for each week is **due the Saturday of each week by midnight.**

## GRADING RUBRIC

	Pass	Fail
Clinical Reflection Log	Submitted on time Reflects upon skills and knowledge gained in providing primary care to adult clients	Not submitted Lack of reflection on skills and knowledge gained
Precepted Clinical Experience	Documentation of a minimum of 224 precepted clinical experience A score of "2" or higher on all areas of the clinical evaluation tool	Less than 224 precepted clinical hours A score of "0" or "1" on any area of the clinical evaluation tool
Submission of midterm and final preceptor evaluation	Submitted as required; signed by preceptor	Not submitted
Simulation OSCE Rubric to be Posted in Brightspace	80% or greater	<80%

## CLINICAL FOR NP TRACK STUDENTS

Nurse practitioner students are required to complete two hundred twenty four (224) hours of supervised clinical experience in a primary care setting during this course. It is advised that the student spend sixteen (16) hours per week for fourteen (14) weeks at the site. The objective for this clinical is for the student to gain experience in providing primary care to adult clients.

The student is expected to make arrangements with a clinical site and have a nurse practitioner, physician, or physician assistant work closely with the student as a preceptor. The preceptor will provide a written evaluation of the student's clinical experience. Additionally, course faculty or designee will conduct at least one site visit (either live or virtual) to observe the student. Site visits may be either an in person visit or phone/video visit.

The student must be evaluated as passing in the clinical site by the preceptor and the faculty. This means that the student must not have less than "2" in each area evaluated using the clinical evaluation tool. If the student has performed satisfactorily in the clinical site but has failed the didactic portion, a grade of E will be assigned.

## CLINICAL EXPECTATIONS

1. Attendance is mandatory for all clinical assignments. If a student or preceptor must miss a scheduled clinical session, the time must be made up. Arrangements may be negotiated with the clinical preceptor. It is the student's responsibility to notify the clinical preceptor and course instructor if a scheduled clinical session must be missed. Provide as much advance notice as possible to the preceptor and/or clinical agency because the preceptor's clinical schedule is often influenced by the student's presence or absence.
2. Professional appearance is expected in the clinical setting. In addition, the FNP student must conform to the dress code rules of the clinical agency. Professional appearance includes attire, hairstyle, and jewelry. Attire should be clean, neat, and modest. Closed-toe shoes and stockings should be worn. Perfumed products should be avoided. A clean, pressed lab coat is expected if clinical staff are expected to wear lab coats. Lab coats are an advantage for carrying equipment & clinical references in the pockets, but are not required if it is not the norm of a particular practice. A name badge that clearly identifies you as a RN and as a University of Maine family nurse practitioner student is required. The name badge is to be worn at eye-level (above the waist).
3. If possible, I plan to visit each student at their clinical site at least once during the semester. The visit will be used to provide clinical instruction and to evaluate the student's clinical progress. Additional visits will be arranged if warranted by problematic clinical performance or other circumstances. If a personal site visit is not feasible, an alternative way to speak directly with the preceptor will be arranged.
4. Each student will evaluate the quality of his/her clinical learning experiences (clinical agency, clinical preceptor(s), and quality and quantity of clinical experiences available at the clinical site). An evaluation form is attached to this syllabus. This evaluation will be given to the course faculty (not directly to the clinical agency or preceptor). The purpose is to provide feedback to course faculty and the clinical preceptor for planning future student

clinical placements.

5. Students are asked to remember that preceptors receive no financial remuneration for this service. Preceptors do this because of a sense of responsibility to the next generation of nurse practitioners. Students who need to be removed from a clinical setting may be in jeopardy of failing the course.

## Roles and Responsibilities Students, Faculty and Preceptors

### Program Faculty

Hold the primary responsibility of meeting the intended program outcomes pursuant to the institution's accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. Program faculty will need to clearly communicate to the Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the nurse practitioner student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Regular communication with the Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. (*Adopted from AACN*)

### Clinical Preceptor

A clinical preceptor for a nurse practitioner student provides guidance to help students develop appropriate skills and clinical judgment in assessment, diagnostic reasoning, and treatment of patients in clinical settings during a designated time frame. A preceptor is also responsible for evaluating the performance of the student's ability to fulfill predetermined clinical objectives.

The clinical preceptor displays the following characteristics:

- Is an interested, experienced individual who supports the expanded role of the nurse.
- Is physically present in the clinical situation with adequate time for consultation and works on a one-on-one basis with the student.
- Is committed to the concept of the team approach in the delivery of health care services.
- Is responsive to the needs of the student.
- Facilitates achievement of the student practicum objectives by identifying learning experiences for the student including assistance in patient selection, conferences, rounds, agency meetings, and encourages the student's participation in these learning experiences.
- Reviews all patient-related findings of the student on an ongoing basis to assure accuracy, appropriateness of referrals, and that documentation is complete and co-signed.
- Conferences with the student as necessary to assess progress and learning needs.
- Conferences with the instructor in the MSN program whenever there is a concern regarding the student's clinical performance.
- Evaluates the student's performance during and at the completion of the practicum and/or rotation. (*Adopted from Galeski*)

### Nurse Practitioner Student

Holds the primary responsibility of communicating with the program faculty and clinical preceptor in preparation for and throughout the clinical experience rotation. The student is responsible for meeting all institutional and clinical practice site health and regulatory requirements to include

confidentiality, HIPPA, security clearance as required by each clinical site. Students share their learning needs and objectives of the clinical experience that is approved by the program faculty.  
(Adopted from AACN)

## Nurse Practitioner Clinical Experience Check List for Preceptors

### Prior to First Clinical Day

- Student to complete agency clearance paperwork and required training.
- Review the agency dress code and how to access the facility including where to park.
- Discuss clinical schedule built around preceptor availability.
- Exchange emergency contact information.
- Review student's resume if provided.
- Review the Student Clinical Evaluation Form noting the major learning objectives.

### First Day of Clinical

- Offer a tour of the facility, workspace if available, and place for personal belongings.
- Orient to the clinical spaces and equipment.
- Introduce student to staff as able.

### Subsequent Clinical Days

- Students should only see patients under your direction. You should know about every patient they see, and they should ask and follow your directions about how you see this working best in your practice.
- You may decide after the student has been with you for some time to have the students see the patients first and then present to you, discuss the assessment, plan and treatment, and then see them together.
- Students learn by example as they observe how you handle clinical situations, decision-making, and patient/family/peer relations. As you get to know your student's abilities, you can allow more responsibility under your observation to maintain the quality of the encounter and add perspectives/questions/input when needed.
- This is an active learning situation. You are not there to "pour" knowledge into the student. Gently challenge the student to grow, not just regurgitate back information. Help the student make "connections" and understand how bits of information integrate to "paint the picture" of the patient and guide management.
- To avoid any misunderstandings or surprises, develop a continual and consistent feedback loop among the student, you, and the faculty.
- Address student learning challenges early to help facilitate student success. Remember that the goal is to help shape the quality of our developing nurse practitioners and help people succeed. You should see steady progress as the student spends more time with you. If you have concerns about the student's progress, discuss it with the student and contact the faculty member promptly.
- Give feedback in a professional manner without demeaning or criticizing the student, especially in front of the patient or staff.
- Have your students write down questions during the day and you can address them in a batch over lunch or at the end of the day.

- It's OK to teach in small bits. Be realistic about the amount you attempt to teach in a day. Also keep your daily feedback short and directed.

### **End of the Rotation**

- Complete the Student Clinical Evaluation Form in Medatrax.
- Confirm the clinical hour log in Medatrax.
- Retain the initial letter from faculty for proof of precepting which includes the total number of hours. This can be used for credit from some certifying bodies and licensing boards.

*(Adapted from NONPF)*

## **MEDATRAX Guide for Students**

### **Setting up your account**

- Respond to welcome email from Medatrax. These will be sent to your school email address and will contain your username and password for your Medatrax account.
- Complete Medatrax webinar/training. Offerings will be posted for the course.
- Enter your required background information into Medatrax (ie: background check, RN license #, current immunizations, CPR certification, clinical facility required training, as applicable, etc)

### **Requesting a preceptor**

- Students are responsible for networking and seeking out a clinical preceptor. Your course faculty and Clinical Coordinator are resources to help guide you. PCHC is the only clinical facility where all requests need to be filtered through the Clinical Coordinator. Once confirmation is received from the preferred preceptor, students must gain approval for the site/preceptor from course faculty via email or verbal communication. This is to ensure the site is deemed supportive of the course learning objectives.
  - The student must then forward the course faculty approval to the Clinical Coordinator via email.
  - Once approved, the student should get a copy of the preceptor's CV.
- Students must complete the "REQUEST PRECEPTOR" process on Medatrax.
  - Log in to Medatrax
  - Select Preceptor Request
  - Request a New Preceptor
    - Fill out the request form
    - If the preceptor or clinical site is not listed click the link specifying ADD A NEW LOCATION/CLINICAL SITE or ADD A NEW PRECEPTOR.
    - All sites must be submitted through Medatrax for review and approval. The University must hold an active contract on file before the student can begin their hours. The Administrative Specialist will request a new contract with any site that is not under active contract.
- Once the request is submitted you will be directed to your Medatrax Mail Center. You will need to download and complete the preceptor form as well as upload the preceptor's

resume/curriculum vitae and enter their state license information for our program to meet accreditation standards. The clinical coordinator will review and approve your request once the clinical contract is confirmed active. You cannot start clinical until you have received email notification from the Clinical Coordinator.

### **Documenting your clinical experience**

- Enter clinical hours via “TIME LOG” into Medatrax each week by Friday evening at 2359.
- Enter patient encounter data via “PATIENTS” for each encounter you participate in. Keep this updated weekly by Friday evening at 2359. Required data includes: Age, Gender, Race/Ethnic group, Insurance type; Diagnoses and corresponding ICD 10 diagnostic code, Procedures performed CPT procedure codes, Medications newly prescribed in logged encounter (not complete historical med list), Comment any diagnostic studies, lab tests, and referrals. Course faculty may ask for different criteria to be documented in the patient encounter.
- Certain clinical courses may assign clinical SOAP notes that can be completed as a “form” in Medatrax.

### **Evaluating the clinical experience**

- Initiate and send the “clinical performance evaluation tool” for both a midterm and the final evaluation via Medatrax to your preceptor
- Complete “student evaluation of clinical experience” on Medatrax at the end of the rotation
- Have preceptor verify clinical TIME LOG at the end of the rotation by them entering their Medatrax credentials on your TIME LOG verification screen

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### **HIPAA PROTECTED INFORMATION**

All forms of class assignments and/or discussion are to be free of any and all information that could potentially lead to the identification of a patient or patient situation. While we recognize the value of dialogue surrounding circumstances that present as unique and perhaps can be seen as relevant for teachable moments, protecting patient information takes precedence. For the purpose of learning and improving care, potentially identifiable information should be masked so that all parties are protected. Violations of patient confidentiality will be handled by the School of Nursing and according to agency policies wherein the violation has occurred.

**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. Please see the University of Maine System’s Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (\*Date Issued: September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>



**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 (Eva Quirion NP, PhD) privately as soon as possible.

**Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), 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.

- The student who anticipates the need to be absent to accommodate his or her religious practice **must** notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance.
- Assignments are required to be completed prior to the class/clinical/lab date. Clinical and lab make up shall be in collaboration with faculty and preceptor.

### **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/>

Course Objective	UMaine SON MSN Program Outcome	AACN MSN Essentials	NONPF NP Core Competencies	Evaluation Method
Apply knowledge of theories of adult human behavior, developmental transitions, crises, and family dynamics in client-nurse interactions.	Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.	Essentials VIII, IX	Independent Practice Competencies: 3, 4	NP: clinical evaluation tool, SOAP notes
Incorporate principles of teaching and counseling in client-nurse encounters to assist clients and families to achieve optimum well-being.	Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.	Essential VIII	Independent Practice Competencies: 3a, 3c	NP: clinical evaluation tool, SOAP notes
Differentiate between those clients who may be managed by the family nurse practitioner and those requiring consultation with, or referral to, other health care providers.				
Utilize current literature to keep abreast of new developments in health care and to incorporate research findings and expert recommendations into clinical practice as appropriate.	Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.	Essentials I, IV	Scientific Foundation Competencies: 3, 4 Quality Competencies: 1, 2	NP: clinical evaluation tool, SOAP notes

Provide effective patient- and family-centered primary health care to adults giving special attention to the complex socioeconomic and cultural characteristics of rural families and communities.	<p>The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p> <p>Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.</p>	<p>Essentials III, VIII</p> <p>Essentials I, IV</p>	<p>Independent Practice Competencies: 3c, 3e</p> <p>Independent Practice Competencies: 3a</p>	NP: clinical evaluation tool, SOAP notes
<p>Accurately assess and manage the common health problems of adults based on the integration of knowledge related to anatomy, physiology, and pathophysiology, and sociocultural aspects of health and illness.</p> <p>Perform and interpret selected screening and diagnostic tests commonly used in primary health care settings.</p>	<p>The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p>	Essential IX	Independent Practice Competencies: 3b	NP: clinical evaluation tool, SOAP notes

# Course Proposal

Row 19

**Created** 09/24/21 10:54 AM**Received Date** 11/08/21**Syllabus Check** **Designator Check** **GS Status** Ready for Review**GB Approved Date****Status** Submitted to Grad School**Course Designator & Number** SED 506**Academic Unit** Learning & Teaching**Effective Semester** Fall 2022**Course Title** Assessment and Program Planning in Early Intervention**Action** Modify an Existing Course**New Course Type****Course Modification Type** Title Change**Proposed Catalog Description****New Course Title** Assessment and Program Planning in Early Childhood Intervention**New Course Designator & Number****Prerequisites****Credit Hours**

**Components****Other  
Modification****Text(s) Planned  
for Use****Course  
Instructor**

Deborah Rooks-Ellis, Associate Professor, special education, 2/2

**Reason for  
New Course****Proposed  
Resources**

No. The academic unit will not request additional resources for this course

**Additional  
Resources  
Required****Units Affected****Course  
Frequency**

once per academic year

**Current  
Catalog  
Description****Reason for  
Course  
Modification**

This requested change reflects the language the field has moved to using to describe educators working with young children with disabilities, birth to age 5, and their families- Early Childhood Intervention.

**Reason for  
Course  
Elimination****Repeated for  
Credit****Credits  
Allowed****Completions  
Allowed****Enroll Multiple  
Times in Term****Distance  
Technology****Prerequisite  
Modification**

<b>Preparer</b>	deborah.l.rooks@maine.edu
<b>Leader</b>	shihfen.tu@maine.edu
<b>Leader approval</b>	Approved
<b>Leader approval date</b>	10/21/21
<b>Curriculum Committee Chair 1</b>	rebecca.buchanan@maine.edu
<b>Curriculum Committee Chair 1 approval</b>	Approved
<b>CC Chair 1 Approval Date</b>	11/03/21
<b>College Dean 1</b>	arthur.artesani@maine.edu
<b>College Dean 1 approval</b>	Approved
<b>Dean 1 Approval Date</b>	11/08/21
<b>DLL Approval</b>	
<b>DLL Approval approval</b>	
<b>DLL Approval Date</b>	
<b>Cross Listed</b>	No
<b>Leader 2</b>	
<b>Leader 2 approval</b>	
<b>Leader 2 approval date</b>	
<b>Curriculum Committee Chair 2</b>	
<b>Curriculum Committee Chair 2 approval</b>	

**CC Chair 2  
Approval Date**

**College Dean 2**

**College Dean 2  
approval**

**Dean 2  
Approval Date**

**UGRD Cross  
Listed?**

**UGRD Cross  
Listing Course**



# Course Proposal

Row 20

**Created** 09/24/21 11:01 AM**Received Date** 11/08/21**Syllabus Check** ☐**Designator Check** ☐**GS Status** Ready for Review**GB Approved Date****Status** Submitted to Grad School**Course Designator & Number** SED 521**Academic Unit** Learning & Teaching**Effective Semester** Fall 2022**Course Title** Center-based Practicum and Seminar in Early Intervention**Action** Modify an Existing Course**New Course Type****Course Modification Type** Title Change**Proposed Catalog Description****New Course Title** Center-based Practicum and Seminar in Early Childhood Intervention**New Course Designator & Number****Prerequisites****Credit Hours**

**Components****Other  
Modification****Text(s) Planned  
for Use**

**Course Instructor** Kellie Irving, adjunct special education

**Reason for  
New Course**

**Proposed Resources** No. The academic unit will not request additional resources for this course

**Additional  
Resources  
Required****Units Affected**

**Course Frequency** once per academic year

**Current  
Catalog  
Description**

**Reason for Course Modification** The change reflects the current language used in the field - early childhood intervention. This will provide better understanding when the DOE reviews transcripts as well as for prospective students searching for courses at this level.

**Reason for  
Course  
Elimination****Repeated for  
Credit****Credits  
Allowed****Completions  
Allowed****Enroll Multiple  
Times in Term****Distance  
Technology****Prerequisite  
Modification**

<b>Preparer</b>	deborah.l.rooks@maine.edu
<b>Leader</b>	shihfen.tu@maine.edu
<b>Leader approval</b>	Approved
<b>Leader approval date</b>	10/21/21
<b>Curriculum Committee Chair 1</b>	rebecca.buchanan@maine.edu
<b>Curriculum Committee Chair 1 approval</b>	Approved
<b>CC Chair 1 Approval Date</b>	11/03/21
<b>College Dean 1</b>	arthur.artesani@maine.edu
<b>College Dean 1 approval</b>	Approved
<b>Dean 1 Approval Date</b>	11/08/21
<b>DLL Approval</b>	
<b>DLL Approval approval</b>	
<b>DLL Approval Date</b>	
<b>Cross Listed</b>	No
<b>Leader 2</b>	
<b>Leader 2 approval</b>	
<b>Leader 2 approval date</b>	
<b>Curriculum Committee Chair 2</b>	
<b>Curriculum Committee Chair 2 approval</b>	

**CC Chair 2  
Approval Date**

**College Dean 2**

**College Dean 2  
approval**

**Dean 2  
Approval Date**

**UGRD Cross  
Listed?**

**UGRD Cross  
Listing Course**

# Course Proposal

Row 21

**Created** 09/24/21 11:03 AM**Received Date** 11/08/21**Syllabus Check** **Designator Check** **GS Status** Ready for Review**GB Approved Date****Status** Submitted to Grad School**Course Designator & Number** SED 655**Academic Unit** Learning & Teaching**Effective Semester** Fall 2022**Course Title** Graduate Project in Early Intervention**Action** Modify an Existing Course**New Course Type****Course Modification Type** Title Change**Proposed Catalog Description****New Course Title** Graduate Project in Early Childhood Intervention**New Course Designator & Number****Prerequisites****Credit Hours**

**Components****Other  
Modification****Text(s) Planned  
for Use****Course  
Instructor**

Deborah Rooks-Ellis, associate professor, special education 2/2

**Reason for  
New Course****Proposed  
Resources**

No. The academic unit will not request additional resources for this course

**Additional  
Resources  
Required****Units Affected****Course  
Frequency**

once per academic year

**Current  
Catalog  
Description****Reason for  
Course  
Modification**

The change reflects the current language used in the field - early childhood intervention. This will provide better understanding when the DOE reviews transcripts as well as for prospective students searching for courses at this level.

**Reason for  
Course  
Elimination****Repeated for  
Credit****Credits  
Allowed****Completions  
Allowed****Enroll Multiple  
Times in Term****Distance  
Technology****Prerequisite  
Modification**

<b>Preparer</b>	deborah.l.rooks@maine.edu
<b>Leader</b>	shihfen.tu@maine.edu
<b>Leader approval</b>	Approved
<b>Leader approval date</b>	10/21/21
<b>Curriculum Committee Chair 1</b>	rebecca.buchanan@maine.edu
<b>Curriculum Committee Chair 1 approval</b>	Approved
<b>CC Chair 1 Approval Date</b>	11/03/21
<b>College Dean 1</b>	arthur.artesani@maine.edu
<b>College Dean 1 approval</b>	Approved
<b>Dean 1 Approval Date</b>	11/08/21
<b>DLL Approval</b>	
<b>DLL Approval approval</b>	
<b>DLL Approval Date</b>	
<b>Cross Listed</b>	No
<b>Leader 2</b>	
<b>Leader 2 approval</b>	
<b>Leader 2 approval date</b>	
<b>Curriculum Committee Chair 2</b>	
<b>Curriculum Committee Chair 2 approval</b>	

**CC Chair 2  
Approval Date**

**College Dean 2**

**College Dean 2  
approval**

**Dean 2  
Approval Date**

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Listed?**

**UGRD Cross  
Listing Course**