CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 7th, 2023 and is recommending the following courses to the Graduate Board for approval at its March 23rd meeting.

New Courses:

ELL 572  Second Language Acquisition

KPE 501  Clinical Experience I

KPE 522  Clinical Evaluation II

KPE 531  Therapeutic Interventions I

KPE 541  Evidence Based Practice and Quality Improvement

SED 502  Strategies for Culturally and Linguistically Diverse Students with Disabilities
New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: ELL 572 Effective Semester: Spring 2024

Course Title: Second Language Acquisition

Course Type: New Course

Proposed Catalog Description:
Basic linguistic concepts and principles from research into how humans learn to communicate in a second or foreign language. Application of these concepts and principles to facilitating acquisition in English language instructional contexts. For practicing teaching seeking Maine's ESL endorsement or individuals planning to teach EFL overseas.

Course Prerequisites: Graduate Standing or Permission of Instructor.

Credit Hours: 3

Component: Lecture

Cross-Listed Course: 

Text(s) Planned for Use:

Course Instructor: Timothy Reagan

Reason for new course:
This course will be a required course in two new Graduate Certificate programs (Multilingual Special Education Graduate Certificate and Teaching English Language Learners Graduate Certificate) to be offered in the School of Learning and Teaching.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course.

Additional Resources:

Academic Units Affected (if any):
None.

Course Frequency:
This course will be offered once a year in the Spring semester. It will be taught by either Michelle Gumbs or Timothy Reagan. Because it will be taught in Winter Session, it may be taught as an overload course.

Can this course be repeated for credit? No

Total number of credits allowed: ________________

Total number of completions allowed: ________________

Can students enroll multiple times in a term? No

Mode of Instruction: Distance Synchronous Learning

Endorsements
shihfen.tu@maine.edu
Leader: tammy.mills@maine.edu
College CC Chair: arthur.artesani@maine.edu
College Dean: ________________ Approved 11/07/22

Leader: ________________ Date: ________________

College CC Chair: ________________ Date: ________________

College Dean: ________________ Date: ________________

hcart@maine.edu
DLL: Approved 12/30/22

Graduate School Date
ELL 572
Second Language Acquisition

Instructor: Spring 2024
Office: Distance Synchronous Learning
Telephone: 3 credits
Email:

Catalog Description

Basic linguistic concepts and principles from research into how humans learn to communicate in a second or foreign language. Application of these concepts and principles to facilitating acquisition in English language instructional contexts. For practicing teaching seeking Maine’s ESL endorsement or individuals planning to teach EFL overseas.

Course Description

This course is intended to provide students with a general introduction to scientific research into how people learn a second (or additional) language. Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development -- in this case, the acquisition of a second language. Since the early 1970s, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language. The goal of SLA is to understand how learners learn and it is not the same as research into language teaching. However, applied linguists whose particular interest is in facilitating the language learning process should find ways of interpreting relevant SLA research in ways that will benefit the language teacher. SLA, in this light, should become an essential point of reference for those involved in educational activities as well as researchers looking at how to facilitate the learning process. Because language itself is complex, SLA has become a broadly-based field that involves:

- studying the complex pragmatic interactions between learners, and between learners and native speakers;
- examining how non-native language ability develops, stabilizes, and undergoes attrition;
- carrying out analyses and interpretations of all aspects of learner language;
- developing theories that are specific to the field of SLA that aim to account for the many facets of non-native language and linguistic behavior;
- testing hypotheses to explain second language knowledge and linguistic behavior.
This course is an introduction to field of language acquisition. It aims at introduction the students to the major concepts in fields of child language acquisition, and bi/multilingual acquisition. It discusses the different factors that influence the acquisition process as age, the linguistic environment, cognition, the social context, motivation, and aptitude.

Prerequisites

Graduate standing or permission of instructor.

Required Textbook and Readings

There are three required textbooks in ELL 572:


Additional required readings, which will be posted on Brightspace, are indicated on the syllabus and indicated with a *. All reading assignments should be completed before the class for which they are assigned.

Prerequisites

Graduate standing or permission of instructor.

Indigenous Land Acknowledgement

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

Commitment to Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socioeconomic 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. This commitment to diversity is especially important in a course addressing issues related to linguistics and language diversity. It is a fundamental assumption in this course that all students in K-12 settings are guaranteed specific linguistic human rights, and that in a democratic society we must actively work to challenge linguistic and linguistic discrimination.

Ties to the COEHD Conceptual Framework

The Conceptual Framework for the University of Maine’s College of Education and Human Development provides the basis for coherence among the programs, curricula, instruction, scholarship, service, candidate performance, assessment, and evaluation. The overarching theme that drives our professional education programs is that reflective practice is critical to the development of excellent professionals. In order to become reflective practitioners we are guided by three primary principles: 1) excellence in teaching and learning, 2) synthesis of theory and practice, and 3) collaboration and mentoring.

- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.
- Reflective practice draws upon shared, ambitious standards and expectations for teaching, research, and service.
- Reflective practice promotes personal and professional understanding of one’s own actions and potential, and contributes to continually improving performance.
- The reflective educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn.
- When faced with educational decisions, the reflective educator knows how to identify and interpret relevant information that can be used to make an informed, rational, and justifiable decision regarding educational practices.

The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The Conceptual Framework aligns the professional and State standards with candidate proficiencies expected by the unit and programs for preparation of educators in that all UMaine proficiencies have been clustered in relationship to the three central principles that guide the Conceptual Framework that detail expectations for candidates’ knowledge, skills, dispositions, and impact on student learning. In addition, the Conceptual Framework explicitly affirms and addresses the unit’s professional commitments and professional dispositions, especially its ongoing commitments to diversity and technology integration as these critical components are embedded throughout all levels of our program and are continually assessed throughout the candidates development into a reflective practitioner.
Course Objectives

There are five major course objectives for ELL 572, which are for students to be able to:

- understand the differences and similarities between first language acquisition and second language acquisition.
- understand the role of different factors influencing language acquisition such as age, transfer, and the linguistic and social environment.
- develop an understanding of how language is acquired as a first language or as a second language.
- discuss the available resources for SLA and whether second language acquisition is acquired using the same faculties and resources exploited by first language acquisition.
- discuss the different inter and intrapersonal factors influencing the successful acquisition of a second language.

Student Learning Outcomes

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

- provide a definition of second language acquisition (SLA) as both a process and a field of study;
- describe the primary characteristics of first language acquisition;
- describe the primary characteristics of second language acquisition;
- offer a description and analysis of the similarities of first and second language acquisition;
- offer a description and analysis of the differences between first and second language acquisition;
- discuss the diversity of L2 learners in different settings and contexts;
- describe individual differences in L2 learners;
- discuss and provide a compelling critique of common “myths” and misunderstandings about second language acquisition;
- describe the nature of SLA from a linguistic perspective;
- describe the nature of SLA from a social perspective;
- describe the nature of SLA from a political and ideological perspective;
- distinguish between L1 and L2 learning;
- provide a clear explanation of the difference between language learning and language acquisition;
- discuss the logical problems inherent in SLA;
- identify and describe a number of common frameworks for understanding SLA;
- describe the linguistic aspects of SLA;
- discuss the distinction between communication and language;
- identify the major characteristics of human language;
- provide an historical overview of the development of SLA as a field of study;
- define Universal Grammar (UG) and explain its significance for SLA;
- identify and describe functional approaches to the study of language and SLA;
- define psycholinguistics, and explain the importance of psycholinguistics for SLA;
- describe the neurology of language;
- identify the major neurological features of the brain that are related to different aspects of language and language use;
- explain complexity theory as it relates to SLA;
- offer a cogent definition of multilingualism, including an identification of different types of multilingualism;
- describe the major social aspects of multilingualism;
- describe the major educational aspects of multilingualism;
- describe the major political and ideology aspects of multilingualism;
- explain the difference between individual and social multilingualism;
- describe the social contexts of SLA;
- define linguistic competence and explain its significance for SLA;
- define pragmatic competence and explain its significance for SLA;
- define communicative competence and explain its significance for SLA;
- describe the microsocial factors related to SLA;
- describe the macrosocial factors related to SLA;
- explain the distinction between academic and interpersonal language competence;
- define BICS, and explain its cognitive and educational implications;
- define CALP, and explain its cognitive and educational implications;
- list the major components of linguistic knowledge as this relates to SLA;
- offer an analysis of the difference between receptive and productive linguistic abilities and behaviors;
- discuss the pedagogical implications of SLA for the classroom teacher;
- describe the role of linguistic input in SLA research;
- describe the role of linguistic output in SLA research;
- produce a Personal Language Learning Narrative;
- conduct an SLA Case Study of one individual;
- write a critical essay review of an appropriate book addressing issues covered in the course; and
- conduct an observation of a classroom in which language learning or language acquisition is supposed to be taking place.
Course Assessment

This course requires the full participation of every student. You will be assessed based on your active participation in all classroom discussions and activities. The general characteristics of class participation include sharing ideas in-group discussions, asking relevant questions, extending one’s own and others’ ideas, and demonstrating a willingness to work cooperatively with others. Final grades in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>2 Personal Language Learning Narrative</td>
<td>20</td>
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<tr>
<td>3 Essay Book Review</td>
<td>30</td>
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<tr>
<td>4 SLA Case Study</td>
<td>20</td>
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<tr>
<td>5 SLA Class Observation Report</td>
<td>20</td>
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<tr>
<td>TOTAL POINTS</td>
<td>100</td>
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The grading scale used to determine final grades in this course is:

<table>
<thead>
<tr>
<th>Points (Out of 100)</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>88-89</td>
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<td>60-62</td>
<td>D-</td>
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<td>0-59</td>
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Course Attendance and Participation

This is a graduate-level course, and attendance and active participation are required in all class sessions. Course participation involves a number of different things. First, you should arrive at class fully prepared: be sure that you have completed all of the required readings for class, watched or listened to all required materials, and thought about and considered the topics to be addressed. Part of this preparation will include taking notes that summarize and analyze these materials. You should also arrive at class with questions, comments, or concerns that you may have about the materials. Finally, you should be prepared to engage with others – both the course instructor and the other students in the course – through discussion, dialog, group work, and class projects. Because this course is taught on
Zoom, it is important for you to keep your camera on during class unless you have specific permission from the instructor to turn it off. Your class attendance and participation will be worth 10 points.

**Personal Language Learning Narrative**

This assignment asks you to remember and reflect on your own personal L2 learning experiences, whether successful or unsuccessful. You will write an essay in which you provide a personal account of your past efforts to study languages other than your native language. Your *Personal Language Learning Narrative* should include information about each language you have studied, how, when and where you studied it, how successful (or unsuccessful) you believe such study to have been, and your opportunities to use the target language(s) in "real world" situations. Finally, you should include a very brief analysis of what your own personal experience might teach us about SLA. Your *Personal Language Learning Narrative* should be 3 to 5 pages in length, and should be largely free of spelling and grammatical errors. Your *Personal Language Learning Narrative* will be worth 20 points.

**Essay Book Review**

During ELL 572, you will read one of the books listed below, and will then write a thoughtful, critical review of the book. A book review provides far more than merely a summary of a book – it does that, but it also provides a critique of the book, identifying and discussing its strengths and weaknesses, discussing its value and place in the more general literature in the field, and so on. Your *Essay Book Review* should be approximately 8 to 10 pages in length, and references should be done following APA *(7th ed.)* guidelines. The *Essay Book Review* is worth 30 points of your final grade in the course.

You will select one of the following books for your *Essay Book Review*:


If you wish, you may select an appropriate book not on this list with the permission of the course instructor.

SLA Case Study

For the SLA Case Study, you will identify an individual who is fluent in two or more languages. You will conduct an open-ended interview with this person, with the goal of constructing their SLA “story.” In your SLA Case Study, in addition to providing a factual overview of this person’s life and language learning experience, you should also be sure to include information about what this person’s motivation for acquiring a second language was, what the context(s) of their language learning was, advantages that they identified related to SLA, and the barriers that they faced in acquiring their second language. The SLA Case Study will be worth 20 points. Specific directions and guidelines for the SLA Case Study will be provided in class.

SLA Class Observation Report

People acquire second and additional languages in many different ways, and in a wide variety of quite different contexts. One common way in which people study and acquire second languages is in formal classroom settings. Given the importance of such settings for both this course and many of your objectives, you will arrange to visit and observe a second language class. The class can be in a K-12 setting, in a community college or university setting, or in an adult education setting. Using the rubric provided in class, you will describe and analyze the lesson that you observe. The SLA Class Observation Report will be worth 20 points. Specific directions and guidelines for the SLA Class Observation Report will be provided in class.

University of Maine Required Syllabus Statements

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 Title IX Student Services website for a complete list of services (open in a new window). Also, Student Wellness Resource Center (opens in a new window).

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.

Student Accessibly and Accommodations

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 207.581.2319, 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 (Timothy Reagan) privately as soon as possible.

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. Please see the University of Maine System’s Academic Integrity Policy listed in the Board Policy Manual as Policy 314.

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.

Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics and Reading Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Course</td>
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<tr>
<td></td>
<td></td>
<td>What is SLA?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is a First Language?</td>
</tr>
</tbody>
</table>
| 2 | Second Language Acquisition Mythology: I  
Myth 1: Children learn languages quickly and easily while adults are ineffective in comparison.  
Myth 2: A true bilingual is someone who speaks two languages perfectly.  
Myth 3: You can acquire a language simply through listening or reading.  
Myth 4: Practice makes perfect.  

| 3 | Second Language Acquisition Mythology: II  
Myth 5: Language students learn and retain what they are taught.  
Myth 6: Language learners always benefit from correction.  
Myth 7: Individual differences are a major, perhaps the major, factor in SLA.  
Myth 8: Language acquisition in the individual acquisition of grammar.  


*Personal Language Learning Narrative due.* |
| 4 | Foundations of Second Language Acquisition  
The World of Second Languages  
The Nature of Language Learning  
L1 versus L2 Learning  
Language Acquisition versus Language Learning  
The Logical Problems of Language Learning  
Frameworks for SLA  

| 5 | SLA and Pedagogy: I  
Guiding Principles  
What the Teacher Needs to Know  
What it Looks Like in the Classroom  

| 6 | The Linguistics of Second Language Acquisition  
The Nature of Language  
Early Approaches to SLA  
Universal Grammar (UG)  
Functional Approaches  

*Reading Assignment*: Saville-Troike & Barto, *Introducing second language acquisition* |
| 7 | The Psychology of Second Language Acquisition  
Languages and the Brain  
Learning Processes  
Complexity Theory  
Differences in Learners  
The Effects of Multilingualism  


**SLA Case Study due.**  

| 8 | SLA and Pedagogy: II  
Goals and Assessment  
What the Teacher Needs to Know  
What it Looks Like in the Classroom  

*Reading Assignment:* Henshaw & Hawkins, *Common ground*, chapter 2.  

| 9 | The Social Contexts of Second Language Acquisition  
Linguistic Competence  
Pragmatic Competence  
Communicative Competence  
Microsocial Factors  
Macrosocial Factors  


| 10 | Interpretive Communication: I  
Input  
What the Teacher Needs to Know  
What it Looks Like in the Classroom  


| 11 | Acquiring Knowledge for L2 Use  
Competence and Use  
Academic versus Interpersonal Competence  
BICS and CALP  
Components of Language Knowledge  
Receptive Activities  
Productive Activities  


| 12 | L2 Learning and Teaching  
Integrating Perspectives  
Approaching Near-Native Competence  
Implications for L2 Learning and Teaching |
<table>
<thead>
<tr>
<th></th>
<th><strong>Reading Assignment:</strong> Saville-Troike &amp; Barto, <em>Introducing second language acquisition</em>, chapter 7.</th>
</tr>
</thead>
</table>
| 13 | *Essay Book Review due.* \  
Interpretive Communication: II  
Reading, Listening, Viewing  
What the Teacher Needs to Know  
What it Looks Like in the Classroom |
| 14 | **Reading Assignment:** Henshaw & Hawkins, *Common ground*, chapter 4. \  
Presentational and Interpersonal Communication: I  
Output  
What the Teacher Needs to Know  
What it Looks Like in the Classroom |
| 15 | **Reading Assignment:** Henshaw & Hawkins, *Common ground*, chapter 5. \  
Presentational and Interpersonal Communication: II  
Interaction  
What the Teacher Needs to Know  
What it Looks Like in the Classroom |
|    | *SLA Class Observation Report due.* |
New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training

Course Designator & Number: KPE 501
Effective Semester: Spring 2024

Course Title: Clinical Experience I

Course Type: New Course

Proposed Catalog Description:
KPE 501 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. The class will be structured based on the courses completed and passed in the fall semester. It is the first in a sequential course series. The content of the course focuses on emergency care and lower extremity evaluation skills.

Course Prerequisites: KPE 511, KPE 521, KPE 551, KPE 500

Credit Hours: 3

Component: Clinical

Cross-Listed Course:

Text(s) Planned for Use:
2. Examination of Orthopedic and Athletic Injuries. Starkey C & Brown SD. FA Davis

Course Instructor: Shannon Wright, Assistant Professor of Athletic Training. This course would be considered part of her regular teaching load.

Reason for New Course:
National Accreditation of Athletic Training programs requires a degree change from bachelors to masters level to maintain graduate eligibility to sit for certification examination. This course would be part of this new program/curriculum at the master's level.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
none

Course Frequency:
Course will be offered once annually in the spring semester to each first-year athletic training cohort.

Can this course be repeated for credit? No

Total number of credits allowed: ________________

Total number of completions allowed: ________________

Can students enroll multiple times in a term? No

Mode of Instruction: In-Person

Endorsements
Leader: robert.lehnhard@maine.edu Approved Date: 09/15/22
College CC Chair: tammy.mills@maine.edu Approved Date: 11/07/22
College Dean: arthur.arpesani@maine.edu Approved Date: 11/22/22

Leader: ________________ Date: ________________
College CC Chair: ________________ Date: ________________
College Dean: ________________ Date: ________________

DLL: ________________ Date: ________________

Graduate School Date
KPE 501: Clinical Experience I

3 Credits
Location, time, day: TBD

Prerequisites: KPE 511, KPE 521, KPE 551, KPE 500

Instructor Information:
NAME
PHONE NUMBER
EMAIL
OFFICE
OFFICE HOURS

This class will be delivered in two ways, both in-person. The first is in the classroom, information listed above. The second is through your assigned clinical education rotation, which you should receive from the Clinical Education Coordinator prior to the start of the semester. The schedule for your clinical rotation will be determined by you and your preceptor.

You will need access to Brightspace, a computer, reliable internet. The University has access to citation managers, library resources, and more for your other technological needs.

Textbooks
2. *Examination of Orthopedic and Athletic Injuries*. Starkey C & Brown SD. FA Davis

As stated above, the delivery of this course is two-fold: in the classroom and at clinical rotations. The classroom information is listed above. The clinical rotation schedule will be determined by the student and their preceptor.

Course description
KPE 501 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. The class will be structured based on prior prerequisites. It is the first in a
sequential course series. The content of the course focuses on emergency care and lower extremity evaluation skills.

Student Learning Outcomes

1. Students will be able to identify health literacy strategies for patients in varying populations.
   a. Assessment: Infographic/Patient Education Sheet
   b. Assessment: Community Health Literacy Demographics

2. Students will differentiate qualities of effective and ineffective communication with patients, patients' social support, peers, supervisors, stakeholders, and other health care providers.
   a. Assessment: Classification and Comparison of Scenarios and Examples
   b. Assessment: Preceptor Evaluation

3. Students will complete the ICF framework in case study format and explain the contributing parts.
   a. Assessment: Quiz
   b. Assessment: ICF Model and Presentation

4. Students will use literature to inform their practice.
   a. Assessment: EBP Assignment

5. Students will use data from their clinical practice or clinical site to make informed decisions about various domains of athletic training.
   a. Assessment: AT Domain Project
   b. Assessment: Clinical Site Data Protection Policy Assignment
   c. Assessment: Preceptor Evaluation (documentation and ICD codes, etc).

6. Students will uphold the ethical standards of the profession.
   a. Assessment: Preceptor Evaluation
   b. Assessment: Comparison Matrix
   c. Assessment: Current Events Discussion

7. Students will examine local, state, and federal laws regarding the practice of athletic training and compare them.
   a. Assessment: State Practice Act Comparison
   b. Assessment: Quiz

8. Students will identify, evaluate, and manage patients with acute conditions, including but not limited to: cardiac compromise, respiratory compromise, environmental conditions, cervical spine injuries, traumatic brain injury, internal and external hemorrhage, fractures, dislocations, anaphylaxis, exertional sickling, rhabdomyolysis, hyponatremia, diabetes, drug overdose, wounds, testicular injury, and other musculoskeletal injuries.
   a. Assessment: Preceptor Evaluation
   b. Assessment: You Teach Us!
   c. Assessment: Quizzes

9. Students will examine with intent to provide a diagnosis for patients with health conditions related to the following: cardiovascular system, endocrine system, gastrointestinal system, eyes, ears, nose, throat, mouth, teeth, genitourinary system, integumentary system, mental status, musculoskeletal system, neurological system, pain level, reproductive system, and respiratory system.
   a. Assessment: Preceptor Evaluation
   b. Assessment: SOAP Notes
   c. Assessment: In-class worksheets

10. Students will evaluate a patient presenting with concussion symptoms and provide a diagnosis, treatment plan, and return to activity and learn plans.
a. Assessment: Preceptor Evaluation  
b. Assessment: Practicals  

11. Students will select appropriate prophylactic, assistive, and restrictive devices that may be any of the following: durable medical equipment, orthotic devices, or taping, splinting, padding, or casting.  
a. Assessment: Preceptor Evaluation  

12. Students will assess environmental conditions to make recommendations for starting, stopping, or modifying activity.  
a. Assessment: Quiz  
b. Assessment: Scenario Worksheets  
c. Assessment: Environmental/Weather Conditions Monitoring Assignment  

13. Students will decide which protective equipment is appropriate for activities and be able to fit and remove said equipment.  
a. Assessment: Worksheet  

14. Students will document patient records in a patient-management or electronic medical record system using standard codes to maintain a record for the patient and health insurance.  
a. Assessment: Preceptor Evaluation  
b. Assessment: SOAP Notes  

15. Students will write policies and procedures on the prevention and response to medical emergencies.  
a. Assessment: EAP Peer Review and Consultation  

**CAATE 2020 Standards Associated with KPE 501**  

Standard 57 Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.  

Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.  

Standard 60 Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.  

Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.  

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:  
- Use data to drive informed decisions  
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support  
- Maintain data privacy, protection, and data security  
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)  
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.
Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
- Eyes, ears, nose, throat, mouth, and teeth
- Gastrointestinal system
- Genitourinary system
- Integumentary system
- Mental status
- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks

- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

**Grading Criteria**

You will earn a grade in accordance with the University of Maine grading policy:

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

**AT Majors:** Minimum of **B** – required for program advancement

**Assessment and Evaluation**

| Hours Submission Bi Weekly | 50 |
| Clinical Site Data Protection Policy Assignment | 50 |
| Attendance and Participation | 70 |
| Practical | 70 |
| You Teach Us! | 70 |
| AT Domain Project | 75 |
| SOAP Notes x 4 (20 each) | 80 |
| Quizzes x 6 (15 each) | 90 |
| Weekly Activities | 200 |
Preceptor Evaluation (Mid and Final) 200
Total 955

**Hours Logs:** Submit hours logs on a bi-weekly basis to the CEC via the appropriate channel. See the Clinical Education Credit and Hour Policy below for further details.

Weekly hour logs will be due by 11:59pm every other Sunday. *This is not in the course schedule.* There will be reminders on Brightspace.

**Clinical Site Data Protection Policy Assignment:** You will find your clinical site’s data protection policy and analyze its contents. As a participant in the collection and use of private health information that may be collected on paper and digitally, it is your responsibility as an ethical health care provider to ensure your understanding of the required data protection procedures are followed. As every health care facility is required to have an EMR system, data protection is paramount. You will analyze and report on gaps you see in the policy.

**Attendance & Participation:** Attendance and participation in class and clinical sessions is expected. Attendance will be taken at each session. Missing scheduled clinical sessions without an appropriate excuse will be reported to the Program Director and can lead to probation and potentially removal from the Athletic Training Education Program. Improper use of electronic devices during class time will result in a loss of that day’s attendance and participation points. This class time is meant to support your education and practice by providing a safe place for you to explore and FAIL (First Attempt In Learning) while you work toward certification and licensure.

**Practical:** You will complete a concussion evaluation practical during the semester using a standardized patient. This will be a way for you to try new evaluation techniques and practice interacting with a concussed patient. The encounter will include a short term plan and documentation of the

**You Teach Us!** You will choose one of the following conditions twice over the semester. The purpose of the project is to teach about the condition and management to the class. Being able to identify and communicate the relevant signs and symptoms, contributing factors, and the management and follow up of an acute condition is necessary for the proper care provided to patients. The teaching should include a practical portion where you have the class practice a skill associated with the condition.

- cardiac compromise
- respiratory compromise
- environmental conditions
- cervical spine injuries
- traumatic brain injury
- internal and external hemorrhage
- fractures
- dislocations
- anaphylaxis
- exertional sickling
- rhabdomyolysis
- hyponatremia
- diabetes
- drug overdose
- wounds
- testicular injury
AT Domain Project: This project will be part of an ongoing series of projects within the clinical and administration courses of the program. You will choose one of the Domains of Athletic Training excluding Domain 5. After reviewing the definition and explanations of the Domain from the profession’s governing and accrediting bodies, you will use this information to find out how the Domain shows up at your clinical site. You can accomplish this in a variety of ways depending on the Domain (observation, data analysis, interviews, etc). You will prepare a report on your findings.

SOAP Notes: Over the course of the semester, you will turn in a SOAP note based on a real or simulated evaluation you have done at your clinical site. If you do not have the opportunity to perform a “real” evaluation on a patient, you may simulate one with your preceptor. If you are submitting a real patient encounter SOAP note, you MUST DE-IDENTIFY the note to protect the patient’s rights. Failure to de-identify the note will result in at least half credit lost.

Quizzes: There will be several quizzes during the semester. These quizzes will be on Brightspace and will be over material we discuss in class and the readings outside of class. There will also be various worksheets and in class assignments throughout the semester.

Weekly Activities: These will be short, weekly or bi-weekly assignments that you will complete on your own or in small groups. They will include topics such as: state practice act comparisons, patient education infographics and handouts, environmental conditions protocols, and a current events discussion, peer reviewing the EAP projects from KPE 511, and other similar assignments as worksheets or in-class activities.

Preceptor Evaluations: Your preceptor will conduct two evaluations of your performance (mid-semester and end-of-semester). You will need to set short-term goals with your preceptor (weekly, bi-weekly) and conduct meetings with your preceptor to determine if you are meeting your goals. The rationale of these evaluations is to help you develop individual goals to help you improve your skills, not simply to receive a grade.

Use the provided goal setting sheet on Brightspace to help guide your progress with your preceptor. You will turn this in along with the evaluations.

Course Policies

With your continued enrollment in the athletic training program, the need to begin developing and practicing specific skills to use as a practicing athletic training is extremely important. This course is designed to integrate classroom learning with professional practice. The Clinical Experience is a time for you to work with your preceptor on everyday athletic training skills. This semester, you should particularly focus on those proficiencies utilized in management and treatment of lower and upper extremity injuries and emergency conditions. It is imperative that you meet with your preceptor early in your experience and develop a weekly schedule that allows you to complete your requirements but not to exceed limit. You will be required to submit schedules every two weeks as part of this course. Failure to submit schedules or adhere to minimum and maximum hours requirements will be reflected in your grade.
Part of being a professional is planning. If you have any special events that will impact your clinical schedule (family weddings, internship interviews, etc.), please work with your preceptor as soon as possible. Your clinical experience should be treated like a job...however; even professionals take time off for important events. If you are having difficulties arranging time off for important reasons, please let me know and I will try to negotiate a compromise between you and your preceptor.

If you are unable to attend a class, please contact the instructor as soon as you can. If it is an excused absence, please bring verification as soon as you can (note from doctor or academic advisor). Late assignments will not receive full credit.

If you encounter a last-second conflict and are unable to attend your clinical experience, contact your preceptor as soon as possible. If it is an excused absence, please bring verification as soon as you can to your preceptor. They will have a significant amount of input on the grade you earn for this semester and should be treated with the same respect that you would show to any classroom professor. Your work will become part of your course portfolio that is submitted to the Program Director at the end of the semester.

Lateness or missing classes without a valid reason (traveling with a team as part of your clinical, illness, etc. is considered valid) will lead to a reduction in your attendance and participation grade. The participation grade is 5 points per week and is based on your actual participation in the class.

**Clinical Education Credit and Hour Policy**

In accordance with the CAATE standards and expectations regarding clinical education, the UMaine MSAT Program provides a minimum and maximum number of hours per semester and credit hour. The University of Maine Graduate College does not have a specific policy relating credit hours to clinical hours for the graduate level student. The UMaine MSAT faculty have compared the clinical education experiences to those of students completing similar educational experiences, such as internships or student teaching. As such, the hours requirement is higher per credit hour than that expected of an undergraduate clinical education course. The faculty also compared hours policies from peer institutions with professional master’s athletic training programs. The UMaine MSAT hour policy is as follows:

One academic credit of clinical education equates to 75-116 contact hours; a 3-credit course equates to 210-350 hours or roughly 15-25 hours per week. Most UMaine MSAT clinical education courses are 3 credits over 14 weeks of classes. The immersion clinical education experience is 6 credits over 14 weeks. One summer clinical education course will entail 3 credits over 3 weeks; for this course, the contact hour expectation is lowered due to time constraints.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits (Term Length)</th>
<th>Hours (min-max)</th>
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</thead>
<tbody>
<tr>
<td>KPE 501</td>
<td>3 (14 weeks)</td>
<td>210 – 350</td>
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<tr>
<td>KPE 502</td>
<td>3 (3-4 weeks)</td>
<td>45 – 75</td>
</tr>
<tr>
<td>KPE 601</td>
<td>3 (14 weeks)</td>
<td>210 – 350</td>
</tr>
<tr>
<td>KPE 602 (Immersion)</td>
<td>6 (14 weeks)</td>
<td>450 – 600 (30-40 hrs/week)</td>
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</tbody>
</table>
AT students must be under the direct supervision of their preceptor at all times. Direct supervision means the preceptor must be physically present and able to immediately intervene when necessary. Hours logs will be submitted to the CEC on a bi-weekly basis to ensure scheduling is appropriate and hours requirements are being met. Schedules should always include one day off in seven for students.

Campus 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.

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: 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 (the instructor of the course) 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 in 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 Violence Policy
Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a “responsible employee” 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, they are 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: 207-581-1406
        - University of Maine Police: 207-581-4040 or 911

Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.

Confidentiality Statement: All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link http://catalog.umaine.edu/content.php?catoid=50&navoid=1001

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 diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) 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. 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.

Use of Electronic Communications: All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link http://www.umaine.edu/it/policies/communication.php
**Incomplete Grades:** I, for “Incomplete.” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class. A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Source: https://studentrecords.umeine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see http://www.umeine.edu/womensstudies/home/non-sexist-language-policy/

**College of Education and Human Development Policies**

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or Mary Mahoney-O’Neil, the associate dean for academic services for the College of Education and Human Development (Room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

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**University of Maine COVID-19 Syllabus Statement**
To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

https://umaine.edu/return or https://www.maine.edu/together/community-guidance/students/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus Review&lt;br&gt;Emergency &amp; Clinical Evaluation&lt;br&gt;EBP</td>
<td>Intro Slide due&lt;br&gt;Syllabus Quiz (not counted)</td>
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<tr>
<td>Week 2</td>
<td>Library Guest Speaker for Research&lt;br&gt;Heat Illness &amp; Response Review</td>
<td>Library/Research Quiz&lt;br&gt;Environmental/Weather Conditions Monitoring due</td>
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<tr>
<td>Week 3</td>
<td>EAPs, Practicals, &amp; State Practice Acts</td>
<td>Environmental Conditions quiz&lt;br&gt;State Practice Act Comparison due&lt;br&gt;SOAP Note 1 due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Data Protection and Legal Requirements</td>
<td>State practice act quiz&lt;br&gt;EAP Peer Review &amp; Consultation due</td>
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<tr>
<td>Week 5</td>
<td>Social Determinants of Health</td>
<td>Patient education Infographic due&lt;br&gt;EBP Project due</td>
</tr>
<tr>
<td>Week 6</td>
<td>ICF Disablement Model</td>
<td>Community Health Literacy&lt;br&gt;Demographics Infographic due&lt;br&gt;ICF/Data Quiz&lt;br&gt;SOAP Note 2 due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Acute Conditions Review</td>
<td>Clinical Site Data Protection Policy due&lt;br&gt;Mid-Term Goals/Eval Review due</td>
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<tr>
<td>Week 8</td>
<td>You Teach Us!</td>
<td>You Teach Us! materials due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Clinical Exam</td>
<td>Current events discussion&lt;br&gt;Acute conditions quiz 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ankle and Foot</td>
<td>SOAP Note 3 due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Knee</td>
<td>Worksheets</td>
</tr>
<tr>
<td>Week 12</td>
<td>ICF Model Presentations</td>
<td>ICF Model project due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Hip &amp; Pelvis</td>
<td>Acute conditions quiz 2</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lumbar Spine</td>
<td>SOAP Note 4 due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Bracing, Taping, &amp; EBP</td>
<td>AT Domain Project due</td>
</tr>
<tr>
<td>Finals</td>
<td>AT Domain Presentations</td>
<td>SMART Goals&lt;br&gt;Student Eval (self &amp; preceptor)&lt;br&gt;Preceptor &amp; Site Evaluation due</td>
</tr>
</tbody>
</table>
New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training

Course Designator & Number: KPE 522
Course Title: Clinical Evaluation II

Effective Semester: Spring 2024
Course Type: New Course

Proposed Catalog Description:
KPE 522 – Clinical Evaluation II serves to develop foundational knowledge in clinical injury diagnosis and management of upper extremity injuries and conditions.

Course Prerequisites: KPE 521 or Athletic Training Program Director Permission

Credit Hours: 3
Component: Lecture

Cross-Listed Course: 

Text(s) Planned for Use:
NATA Position Statements. Various – available freely via www.nata.org

Examination of Orthopedic and Athletic Injuries. Starkey C & Brown SD. FA Davis

Course Instructor: To be determined - likely a local orthopedic physician teaching as an adjunct.

Reason for new course:
National Accreditation of Athletic Training programs requires a degree change from bachelors to masters level to maintain graduate eligibility to sit for certification examination. This course would be part of this new program/curriculum at the master's level.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
None.

Course Frequency:
Course will be offered annually in the spring to first year athletic training cohort students. Funding to pay for an adjunct instructor will come from an undergraduate athletic training adjunct position being eliminated after the undergraduate program is discontinued.

Can this course be repeated for credit? No

Total number of credits allowed: _____________

Total number of completions allowed: _____________

Can students enroll multiple times in a term? No

Mode of Instruction: In-Person

Endorsements
Leader: robert.lehnard@maine.edu Approved 09/15/22

College CC Chair: tammy.mills@maine.edu Approved 11/07/22

College Dean: arthur.artesani@maine.edu Approved 11/22/22

Leader: ___________________________ Date: _____________

College CC Chair: ___________________________ Date: _____________

College Dean: ___________________________ Date: _____________

DLL: ___________________________ Date: _____________

Graduate School Date
KPE 522 Clinical Evaluation II

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.

3 Credits   In-Person Format

Prerequisites: KPE 521 or Permission

Classroom – Wes Jordan Center – Rm 26
Day and Time – XXXXX

Course Description: KPE 522 – Clinical Evaluation II serves to develop foundational knowledge in clinical injury diagnosis and management of upper extremity injuries and conditions.

Instructor: Dr Christopher Nightingale EdD ATC
Office: Lengyel Hall 112
Phone Number: (207) 581 – 2463
E-mail: christopher.nightingale@maine.edu
Office Hours: Mo 1-4pm, Tu 1-3pm or by appointment

Textbooks:
(Required)  NATA Position Statements. Various – available freely via www.nata.org
Examination of Orthopedic and Athletic Injuries. Starkey C & Brown SD.
FA Davis

Internet: Materials and course updates will be provided via the BrightSpace learning management system.

Student Learning Outcomes
1. Students will be able to integrate the ICF framework into upper extremity injury evaluations in the clinical setting. (CAATE Standard #60).
   **Assessment:** Injury Evaluation Assignments

2. Students will be able to demonstrate evaluation and management skills for assessment of acute upper extremity injuries. (CAATE Standard #70).
   **Assessment:** Written Exam Items, Practical Exam Items

3. Students will be able to demonstrate the ability to complete a simulated clinical evaluation of an upper extremity injury. (CAATE Standard 71).
   **Assessment:** Written Exam Items, Practical Exam Items

4. Students will be able to research and present information regarding strengths and weaknesses of electronic medical records systems. (CAATE Standard 89).
   **Assessment:** EMR Project

**CAATE 2020 Standards associated with this course:**

60. Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

70. Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
   - Cardiac compromise (including emergency cardiac care, supplemental oxygen, adjunct airways, suction, nitroglycerin, and low-dose aspirin).
   - Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed nebulizers, and bronchodilators).
   - Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry).
   - Cervical spine compromise
   - Traumatic brain injury
   - Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
   - Fractures and dislocations (including reduction of dislocation)
   - Anaphylaxis (including administering epinephrine using automated injection devices)
   - Exertional sickling, rhabdomyolysis, and hyponatremia
   - Diabetes (including use of glucometer, administering glucagon, insulin)
   - Drug overdose (including administration of rescue medications such as naloxone)
   - Wounds (including care and closure)
   - Testicular injury
   - Other musculoskeletal injuries

71. Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:
- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

89. Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

**Grading Criteria**
You will earn a grade in accordance with the University of Maine grading policy:

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

AT Majors: Minimum of B – required for program advancement

**Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Injury Evaluation Note Assignments (4x50 each)</td>
<td>200 points</td>
</tr>
<tr>
<td>EMR Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Written Exams (3x100 each)</td>
<td>300 points</td>
</tr>
<tr>
<td>Practical Exams (3x100 each)</td>
<td>300 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
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Injury Evaluation Note Assignments
You will submit several injury evaluation notes from simulated patient encounters that demonstrate your ability to determine an assessment and document your findings.

Electronic Medical Record Project
Students will each select (with instructor approval) an electronic medical record software package and review it. This package will differ from the EMR students reviewed for KPE 521. Students will note strengths and weaknesses of potential EMRs and write a report delineating their findings.

Written Exams
Students will complete periodic written examinations to assess learning and progress in key content associated with clinical injury evaluation.

Practical Exams
Students will complete periodic practical examination to assess learning and ability to perform key skills associated with clinical injury evaluation.

Make-up/Missed Work Policies
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UNIVERSITY POLICIES
https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/
- 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 (Dr Nightingale) privately as soon as possible.

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

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources: For confidential resources on campus: **Counseling Center:** 207-581-1392 or **Cutler Health Center:** at 207-581-4000. For confidential resources off campus: **Rape Response Services:** 1-800-310-0000 or **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: **Office of Sexual Assault & Violence Prevention:** 207-581-1406, **Office of Community Standards:** 207-581-
KPE 522 Clinical Evaluation II - Spring 20xx

1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

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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 diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) 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. 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.

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Incomplete Grades: I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual
circumstances. For grades of I, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Source: https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf

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College of Education and Human Development Policies:

Basic Needs Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

University of Maine COVID-19 Syllabus Statement
To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

https://umaine.edu/return or https://www.maine.edu/together/community-guidance/students/
New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training

Course Designator & Number: KPE 531  Effective Semester: Spring 2024

Course Title: Therapeutic Interventions I

Course Type: New Course

Proposed Catalog Description:
KPE 531 – Therapeutic Interventions I serves to develop foundational knowledge in key aspects of athletic training and treatment of athletic illness and injury. Particular focus will address how the body heals from acute and chronic injury. Common parameters and techniques for therapeutic exercises, and applications of therapeutic exercise techniques.

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Course Prerequisites: KPE 500 or instructor permission

Credit Hours: 4 (3 credits for didactic content, 1 credit for lab)

Component: Laboratory

Cross-Listed Course:

Text(s) Planned for Use:
NATA Position Statements. Various – available freely via www.nata.org


Therapeutic Modalities C Starkey. FA Davis. 4th ed.

Course Instructor: Christopher Nightingale, Associate Professor of Athletic Training and Physical Education. This course will be considered part of my regular teaching load.

Reason for new course:
National Accreditation of Athletic Training programs requires a degree change from bachelors to masters level to maintain graduate eligibility to sit for certification examination. This course would be part of this new program/curriculum at the master's level.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?  
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
none

Course Frequency:
Course will be offered annually in the spring semester. Course will be considered part of the regular teaching load for the instructor.

Can this course be repeated for credit?  
No

Total number of credits allowed: ________________

Total number of completions allowed: ________________

Can students enroll multiple times in a term?  
No

Mode of Instruction: In-Person

Endorsements
robert.lehnhard@maine.edu  Approved  09/15/22
Leader: ___________________________  tammy.mills@maine.edu  Approved  11/07/22
Date: ___________________________

College CC Chair: ___________________________  arthur.arterani@maine.edu  Approved  11/22/22
Date: ___________________________

College Dean: ___________________________  Date: ___________________________

Leader: ___________________________  Date: ___________________________

College CC Chair: ___________________________  Date: ___________________________

College Dean: ___________________________  Date: ___________________________

DLL: ___________________________  Date: ___________________________

Graduate School  Date
KPE 531 Therapeutic Interventions I

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.

4.0 Credits (3 + 1 cr. Lab) In-Person Format

Prerequisites: Enrollment in MSAT Program or Instructor Permission

Classroom – Wes Jordan Center – Rm 26
Day and Time – XXXXX

Course Description: KPE 531 – Therapeutic Interventions I serves to develop foundational knowledge in key aspects of athletic training and treatment of athletic illness and injury. Particular focus will address how the body heals from acute and chronic injury, Common parameters and techniques for therapeutic exercises, and applications of therapeutic exercise techniques.

Instructor: Dr Christopher Nightingale EdD ATC
Office: Lengyel Hall 112
Phone Number: (207) 581 – 2463
E-mail: christopher.nightingale@maine.edu
Office Hours: Mo 1-4pm, Tu 1-3pm or by appointment

Textbooks: (Required) NATA Position Statements. Various – available freely via www.nata.org


Therapeutic Modalities C Starkey. FA Davis. 4th ed.

Internet: Materials and course updates will be provided via the BrightSpace learning management system.
Student Learning Outcomes
At the completion of this course, you will be able to...

1. Students will be able to incorporate patient education techniques and self-care programs to engage patients and their families/friends to participation in their care and recovery via lab-based simulations. (CAATE # 58)
   Assessment: Lab Assignment

2. Students will be able to identify concepts of Evidence Based Medicine that can be utilized to inform practice. (CAATE Standard #62)
   Assessment: Quiz Items

3. Students will be able to identify ways to utilize quality assurance systems to enhance patient care. (CAATE Standard #63)
   Assessment: Quiz Items

4. Students will identify the need for and ways to provide data privacy protection and data security while using electronic health records in treatment documentation. (CAATE Standard #64)
   Assessment: Progress note assignment

5. Students will be able to develop a care plan for an injured simulated patient. (CAATE Standard #69)
   Assessment: Treatment plan assignment

6. Students will be able to select therapeutic exercise, joint mobilization, and/or soft tissue techniques for given situations. (CAATE Standard #73)
   Assessment: Treatment plan assignment, quiz items

7. Students will be able to identify the elements associated with management and return to activity protocols associated with concussion or other brain injury. (CAATE Standard #76)
   Assessment: TBI assignment

8. Students will be able to demonstrate understanding of injury risk and develop, implement, and assessment programming for injuries. (CAATE Standard #80)
   Assessment: Treatment plan assignment, Progress note assignment

9. Students will be able to identify elements necessary to the development, implementation, and supervision of comprehensive programs to maximize sport
performance for injured athletes. (CAATE Standard #82).

Assessment: Treatment plan assignment

10. Students will be able to measure and assess physiologic response to exercise and make recommendations associated with injury prevention and performance enhancement. (CAATE Standard #87).

Assessment: Lab Report

11. Students will be able to discuss various patient-file management systems for documentation of patient care. (CAATE Standard #89).

Assessment: Quiz Items

CAATE 2020 Standards associated with this course:

Standard 58: Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice.

Standard 63: Use systems of quality assurance and quality improvement to enhance client/patient care.

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
  • Use data to drive informed decisions
  • Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
  • Maintain data privacy, protection, and data security
  • Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
  • Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:
  • Assessment of the patient on an ongoing basis and adjustment of care accordingly
  • Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
  • Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:
  - Therapeutic and corrective exercise
  - Joint mobilization and manipulation
  - Soft tissue techniques
  - Movement training (including gait training)
  - Motor control/proprionicceptive activities
  - Task-specific functional training
  - Therapeutic modalities
  - Home care management
  - Cardiovascular training

Standard 76: Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:
  - Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
  - Re-examination of the patient on an ongoing basis
  - Recognition of an atypical response to brain injury
  - Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
  - Return of the patient to activity/participation
  - Referral to the appropriate provider when indicated

Standard 80: Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 82: Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity.

**Grading Criteria**
You will earn a grade in accordance with the University of Maine grading policy:
- A = 93-100%, A- = 90-92%
- B+=87-89%, B=83-86%, B-=80-82%
- C+=77-79%, C=73-76%, C-=70-72%
KPE 531 Therapeutic Interventions I - Fall 20xx

D+ = 67-69%, D = 63-66%, D- = 60-62%
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AT Majors: Minimum of B – required for program advancement

Assessment and Evaluation

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<th>Component</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (4x25 each)</td>
<td>100</td>
</tr>
<tr>
<td>Progress Note Assignments (2x100 each)</td>
<td>200</td>
</tr>
<tr>
<td>Treatment Plan Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Traumatic Brain Injury Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Lab Reports (10x20 each)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

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Quizzes: Periodic quizzes will be held to assess student learning and understanding of key content.

Progress Note Assignments: Students will be assigned a hypothetic case of an injured athlete at various stages of the recovery process. Students will then develop an appropriate daily treatment plan and document a hypothetic progress note. Rubrics will be provided at appropriate times during the semester.

Treatment Plan Assignment: Students will be assigned a hypothetical case of an injured athlete and will create an appropriate treatment plan. Plans will need to be comprehensive for all phases of healing and rehabilitation and need evidence-based support for included interventions. Rubrics will be provided at appropriate times during the semester.

Traumatic Brain Injury Assignment: Students will complete an abbreviated treatment plan of care for a hypothetical athlete with a concussion or other traumatic brain injury. Rubrics will be provided at appropriate times during the semester.

Make-up/Missed Work Policies
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KPE 531 Therapeutic Interventions I - Fall 20xx

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https://umaine.edu/return or https://www.maine.edu/together/community-guidance/students/
New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training
Course Designator & Number: KPE 541
Effective Semester: Spring 2024
Course Title: Evidence Based Practice and Quality Improvement
Course Type: New Course

Proposed Catalog Description:
KPE 541 – Evidence-Based Practice & Quality Improvement serves to introduce students to the process of practicing in an evidence-based manner, including the integration of the best available evidence, clinician expertise and patient values and perspectives to provide contemporary patient care. Students will also gain knowledge in the area of quality improvement and understand its role in advancing clinical practice, patient outcomes, and professional development.

Course Prerequisites:
Admission in MSAT Program or Instructor Permission

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:

Other handouts and journal articles as assigned.

Course Instructor: Alicia Lacy, Assistant Professor of Athletic Training. This course will be part of Dr Lacy’s regular teaching load.

Reason for new course:
National Accreditation of Athletic Training programs requires a degree change from bachelors to masters level to maintain graduate eligibility to sit for certification examination. This course would be part of this new program/ curriculum at the master’s level.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
none.

Course Frequency:
This course will be offered once annually in the spring semester to first year athletic training cohort members.

Can this course be repeated for credit? No
Total number of credits allowed: 
Total number of completions allowed: 
Can students enroll multiple times in a term? No
Mode of Instruction: In-Person

Endorsements
Leader: robert.lehnhard@maine.edu Approved 09/15/22
Leader: tammy.mills@maine.edu Approved 11/07/22
College CC Chair: arthur.arterani@maine.edu Approved 11/22/22
College Dean: 

Leader: 
College CC Chair: 
College Dean: 

DLL: 

Graduate School Date
Course Description: KPE 541 – Evidence-Based Practice & Quality Improvement serves to introduce students to the process of practicing in an evidence-based manner, including the integration of the best available evidence, clinician expertise and patient values and perspectives to provide contemporary patient care. Students will also gain knowledge in the area of quality improvement and understand its role in advancing clinical practice, patient outcomes, and professional development.

Instructor: Dr Alicia Lacy PhD ATC
Office: Lengyel Hall 104
Phone Number: (207) 581 – 4066
E-mail: alicia.lacy@maine.edu
Office Hours: Mo 1-3pm, Th 9-11am or by appointment

Prerequisites: Admission into MSAT Program or Instructor Permission
Textbooks:

Other handouts and journal articles as assigned.
Internet: Materials and course updates will be provided via the BrightSpace learning management system.

Student Learning Outcomes
At the completion of this course, students will be able to…

1. Define evidence-based practice, including the tenets of best research evidence, clinical expertise, and patient values
   Assessment: Quiz questions

2. Describe the five steps of evidence-based practice
   Assessment: Quiz questions

3. Develop/create a clinical question using the PICO or PICOT format
   Assessment: Critically Appraised Topic Paper

4. Search online databases and retrieve literature/evidence pertaining to specific clinical questions to drive informed decisions
   Assessment: Article Retrieval Assignment, Critically Appraised Topic Paper

5. Critically analyze and appraise literature related to their practice using an evidence grid, checklist, and/or selected framework
   Assessment: Article Appraisal Assignment, Critically Appraised Topic Paper

6. Interpret measures of diagnostic accuracy
   Assessment: Quiz questions

7. Discuss how evidence-based practice promotes advocacy for patients and clients
   Assessment: Patient Perspective Assignment, Quiz questions

8. Define key quality improvement principles
   Assessment: Quiz questions

9. Identify an area needing system improvement and create an aim using the S.M.A.R.T. method
   Assessment: Quality Improvement Project
10. Describe the Plan-Do-Study-Act cycle and its value in measuring changes within a system; apply the Plan-Do-Study-Act cycle to a system improvement initiative
   Assessment: Quiz questions, Quality Improvement Project

11. Develop a quality improvement project related to a healthcare system or personal advancement
   Assessment: Quality Improvement Project

CAATE 2020 Standards associated with this course

Standard 56: Advocate for the health needs of clients, patients, communities, and populations

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice

Standard 63: Use systems of quality assurance and quality improvement to enhance client/patient care

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
   - Use data to drive informed decisions
   - Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
   - Maintain data privacy, protection, and data security
   - Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
   - Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making

Standard 67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements

Grading Criteria
You will earn a grade in accordance with the University of Maine grading policy:
   A = 93-100%, A- = 90-92%
   B+=87-89%, B=83-86%, B-=80-82%
   C+=77-79%, C=73-76%, C-=70-72%
   D+=67-69%, D=63-66%, D-=60-62%
   F < 60%
KPE 541 Evidence-Based Practice & Quality Improvement - Fall 20xx

AT Majors: Minimum of B – required for program advancement

Assessment and Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (5 @ 20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Critically Appraised Topic Draft</td>
<td>25</td>
</tr>
<tr>
<td>Critically Appraised Topic Final Paper</td>
<td>150</td>
</tr>
<tr>
<td>Assignments (3 @ 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Quality Improvement Project</td>
<td>150</td>
</tr>
<tr>
<td>Quality Improvement Project Presentation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

Attendance & Participation (100 points)
Your attendance and active participation in each class session is critical to enhance your learning in this course. All students start with 100 attendance and participation points. Attending class and actively participating in discussions, in-class activities, etc. will lead to full participation points for the day. Since attendance and participation are crucial for success in this course, unexcused absences and inactive participation will lead to a reduction of 5 points per class session.

Quizzes
Periodic quizzes will be held to assess student learning and understanding of key content.

Critically Appraised Topic Paper (Draft = 25 points, Final Paper = 150 points)
Students will write a critically appraised topic (CAT) paper that serves as a summative assessment for the evidence-based practice component of the course. Students will be required to formulate a clinical question applicable to their practice, search the literature for a maximum of 5 peer-reviewed original research articles that help answer the clinical question, appraise the articles retrieved, and synthesize the results in order to describe clinical applications and/or make clinical recommendations to athletic trainers. This information will be compiled into a paper using a template based on the Journal of Sport Rehabilitation and American Academy of Orthotists and Prosthetists. Students will have opportunities to receive feedback from at least one other peer and the instructor prior to submitting a final draft of the paper. Publication in an academic journal can be pursued should a student express interest in carrying the course assignment forward.

Assignments (3 @ 50 points)
Students will complete three assignments throughout the semester that help reinforce content related to evidence-based practice, two of which build on each other to help students complete the critically appraised topic paper.

1. Article Retrieval Assignment: After developing a clinical question, students will be required to search the literature for 3-5 peer-reviewed original research articles that support the clinical question. They will then create and submit an annotated bibliography of the 3-5 articles.
2. **Article Appraisal Assignment**: Students will select two of the 3-5 articles and critically appraise them for completeness, trustworthiness, and validity using an evidence grid, checklist, and/or selected framework.

3. **Patient Perspective Assignment**: Students will engage in a discussion with their preceptor regarding incorporating the patient perspective into clinical decision making. Students will gather information from the preceptor on how they incorporate the patient perspective into the care they provide their patients, including examples, and complete a worksheet to summarize the information. Students will also be required to think and write about how they might incorporate the patient perspective into their daily practice.

**Quality Improvement Project (150 points)**
Students will develop a quality improvement project related to a healthcare system or personal advancement. This project will bring together all components of quality improvement discussed in the second half of the semester. Students will be asked to identify a gap or “problem” in their practice and develop a quality improvement project to promote change in a way that can improve patient outcomes. This project will include, but is not limited to the following steps: identification of a gap or problem, development of an aim statement using the S.M.A.R.T. goal format, implementation and testing of a change through the Plan-Do-Study-Act cycle, and a brief reflection on the outcome of the quality improvement project as well as lessons learned.

**Quality Improvement Project Presentation (25 points)**
Following completion of the quality improvement project, students will put together a brief presentation (no more than 10 minutes) outlining the different components of the project mentioned above, including the problem statement, S.M.A.R.T. goal, change measures, change(s) implemented, Plan-Do-Study-Act cycle(s), outcome of the project, and overall thoughts/impressions/lessons learned.

**COURSE POLICIES**

**Attendance Policy**
Attendance is important for your success in this course. I understand that life happens and there may be times you need to miss class (e.g., emergency, illness). If you anticipate that you will need to miss a class, please inform me prior to that class period of possible (preferred) or within 24 hours of the class period. Unexcused absences will lead to a reduction of 5 points to the “attendance and participation” component of your grade. If you miss class, please reach out to me or a classmate to get information on the materials/content missed. Attendance will be taken at the start of each class.

**Make-up/Missed Work Policies**
If you miss the due date for an assignment, you are required to communicate with the instructor and determine an appropriate plan for completing work. Failure to do so in a timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

**Electronic Devices Policy**
Laptops, Tablets, and Smartphones are allowed for class related usage only. Use of such devices for purposes not related to class will lead to loss of attendance and
participation points for that day's class.

UNIVERSITY POLICIES
https://umaine.edu/cgi/teaching-resources-2/required-syllabus-information/

- **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 (Dr Lacy) 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 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 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: 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/

Confidentiality Statement: All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link http://catalog.umaine.edu/content.php?catoid=50&navoid=1001

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 diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) 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. 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.

Use of Electronic Communications: All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link http://www.umaine.edu/it/policies/communication.php

Incomplete Grades: I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student’s advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student’s responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Source: https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf

Non-Discrimination and Non-Sexist Language: The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/

College of Education and Human Development Policies:

Basic Needs Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

University of Maine COVID-19 Syllabus Statement

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit
Course Schedule:

Week 1: Course Introduction, Exploring Evidence-Based Practice
Week 2: Developing Clinical Questions, Searching the Literature
Week 3: Grades of Recommendation, Levels of Evidence, Study Design Hierarchy
Week 4: Critical Appraisal, Validity and Reliability
Week 5: Tenets of Evidence-Based Practice, Integrating Evidence, Unlearning
Week 6: Integrating Evidence Cont. – Clinical Practice Guidelines and Clinical Prediction Rules
Week 7: Tenets of Evidence-Based Practice, Clinician Expertise, Patient-Centered Care
Week 8: CAT Paper - Working Period & Peer Review
Week 9: Quality Improvement Introduction
Week 10: Quality Gap and Statement of Aims
Week 11: Knowledge of Systems and Processes
Week 12: Model for Improvement – QI Measures, Run/Control Charts, Understanding Variation
Week 13: Model for Improvement – System Changes/Tests of Change, PDSA Cycle, Change Theories (Lewin’s, Diffusion of Innovation)

Week 14: Quality Improvement Project Working Week

Week 15: QI Presentations
New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: SED 502

Effective Semester: Spring 2024

Course Title: Strategies for Culturally and Linguistically Diverse Students with Disabilities

Course Type: New Course

Proposed Catalog Description:
This course introduces and examines educational strategies to prepare special educators to make effective pedagogical decisions when working with students from culturally and linguistically diverse backgrounds. It also overviews critical issues and practices related to culturally responsive teaching, linguistically additive approaches, special education eligibility, disproportionality in special education, collaboration with general education practitioners, and transition supports.

Course Prerequisites: None

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:


Course Instructor: Dr. Melissa Cuba, Assistant Professor of Special Education, 2:2 load

Reason for new course:
A new requirement (2022) for teaching certification according to Maine Ch. 115 revisions is for all candidates to take a "multicultural" course.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
MAT, CA&I, SED

Course Frequency:
Every Spring

Can this course be repeated for credit? No
Total number of credits allowed: ________________
Total number of completions allowed: ________________
Can students enroll multiple times in a term? No
Mode of Instruction: Online (Asynchronous)

Endorsements
Leader: shihfen.tu@maine.edu Approved Date: 11/03/22
Leader: tammy.mills@maine.edu Approved Date: 11/07/22
College CC Chair: arthur.artesani@maine.edu Approved Date: 11/22/22
College Dean: ______________________ Approved Date:

Leader: ______________________ Date:
College CC Chair: ______________________ Date:
College Dean: ______________________ Date:
hcarter@maine.edu Approved Date: 12/30/22

Graduate School Date
SED 598*: Strategies for Culturally and Linguistically Diverse Students with Disabilities
Spring 2024

Brightspace Course Website: https://courses.maine.edu/d2l/home
UMaine Online Technology Support: https://online.umaine.edu/tech-support/
IT Help Center for general IT questions: https://umaine.edu/it/

<table>
<thead>
<tr>
<th>Instructor: Melissa Cuba, Ph.D.</th>
<th>Primary Delivery Format: Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: Shibbles Hall 303</td>
<td>Class Location: Brightspace</td>
</tr>
<tr>
<td>Email: <a href="mailto:melissa.cuba@maine.edu">melissa.cuba@maine.edu</a></td>
<td>Office Hours: By appointment, schedule via email</td>
</tr>
<tr>
<td>Phone: 207-581-3107; please email first</td>
<td>Administrative Assistant: Gail Agrell 207-581-2492</td>
</tr>
</tbody>
</table>

Course Description

This course introduces and examines effective educational strategies to prepare special educators to make effective pedagogical decisions when teaching students from culturally and linguistically backgrounds. This course also overviews critical issues and practices related to culturally responsive teaching, linguistically additive approaches, special education eligibility, disproportionality in special education, collaboration with general education practitioners, and transition supports. 3 credit hours. Prerequisite: NONE.

Course Delivery Method

Teaching Methods
Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

* This course is in the process of being codified and made a permanent offering. In the future, it will be listed as SED 502.
Mode of Instruction
This is an asynchronous course with weekly readings, assignments, and opportunities to meet with the class and instructor. Synchronous class meetings via Zoom are optional, where attendance is not required but highly encouraged. These meetings may include guest speakers, opportunities to discuss the topics covered, and pose thoughtful questions for the group. The instructor reserves the right to cancel a class meeting if attendance is low or if there is a schedule conflict.

Time Options
The class meeting times are as follows:
- January 25th from 5-7 PM
- February 15th from 5-7 PM
- March 8th from 5-7 PM
- March 29th from 5-7 PM
- April 19th from 5-7 PM

Digital Services Required
- Learning Management System: Brightspace [https://courses.maine.edu](https://courses.maine.edu)
- Web Conferencing Service: Zoom (provided through UMaine)
- Video recording/sharing service: Kaltura (provided through UMaine)
- Library and eReserve Service: [https://library.umaine.edu/](https://library.umaine.edu/)
- Computer requirements: Access to a computer with high-speed internet
- Other:
  - Adobe Acrobat Reader or compatible program, such as Preview on a Mac computer
  - Microsoft Office for completing assignments or compatible software; this can be downloaded for free from the University of Maine Information Technology Software website.
    - You must be able to export the file to a Word document or PDF, per the instructor’s direction. Pages files cannot be accessed.
  - APA Style website or APA manual (7th edition)
  - Access to My Campus portal for all things related to the University system, including UMaine email: [https://umaine.edu/portal/](https://umaine.edu/portal/)
  - All communication and Brightspace announcements are sent to your maine.edu email address
  - Access to UMaine email: [https://gmail.umaine.edu](https://gmail.umaine.edu)
    - Note: All communication and Brightspace announcements are sent to your maine.edu email address; if you do not plan to use your UMaine email, please have it forwarded to a different email account

Technical Assistance
If you are unfamiliar with the Brightspace Platform, you are encouraged to take the self-guided tutorial, Brightspace, available at [https://courses.maine.edu/d2l/le/discovery/view/home](https://courses.maine.edu/d2l/le/discovery/view/home)
If you need assistance with technology, please contact the UMaine Online Technology Support: https://online.umaine.edu/tech-support/

**Quick Contact Information for UMaine Online Students (Brightspace, Kaltura, Zoom)**
Phone: 1-877-947-4357
Email: dlltechhelp@maine.edu
- Fall and Spring semesters: 8 am to 5 pm (Monday-Friday)
- Summer, Winter, and Breaks: 8 am to 4:30 pm (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 800-696-4357
Email: techsupport@maine.edu
- Academic year support hours: 7:30 am to 7 pm (Monday-Thursday), 7:30 am to 5 pm (Friday), and 2 pm to 8 pm (Sunday)

**Instructional Materials and Resources**

*Required Textbooks:*


*Supplementary Resources:*
Additional required and recommended sources (i.e., readings, videos/webinars, websites) will be posted on Brightspace by topic.

**Course Goals and Objectives**

**Course Goals**
This course provides a comprehensive overview of designing educational programming and supports culturally and linguistically diverse students with disabilities. This will include learning how to implement assessment and instructional skills and strategies across the tiers of a Multi-Tiered System of Supports (MTSS) using culturally and linguistically responsive teaching and learning with three critical junctures in mind: 1) before the referral process when there are suspected learning challenges, 2) during the eligibility process, and 3) after a student has been identified for special education services.

**Instructional Objectives**
Following completion of this course, students will be able to apply their knowledge of assessment and instructional skills to incorporate effective strategies that reflect the needs and strengths of a culturally and linguistically diverse student with a disability.
## Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

<table>
<thead>
<tr>
<th>Council for Exceptional Children (CEC)'s Preparation Standards</th>
<th>2020 Initial K-12 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</strong></td>
<td>1.0 Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</td>
</tr>
<tr>
<td><strong>Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs</strong></td>
<td>2.0 Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.</td>
</tr>
<tr>
<td></td>
<td>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</td>
</tr>
<tr>
<td><strong>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making</strong></td>
<td>4.0 Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</td>
</tr>
<tr>
<td></td>
<td>4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate</td>
</tr>
</tbody>
</table>
measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

| Standard 5: Supporting Learning Using Effective Instruction | 5.0 Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-cognitive strategies to support and self-regulate learning.  

5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.  

| Standard 7: Collaborating with Team Members | 7.0 Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.  

7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs.  

Grading and Course Requirements

**Expectations for Student Engagement**
This is a graduate-level course that builds upon the foundation of previous knowledge and experience in special education and general education, and coursework. Each student will get from the course what they put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

**Attendance and Participation**
This is a fast-paced and interactive online class. Students participate by accessing learning materials and completing activities posted on the Brightspace site and participating in class meetings. Class meeting attendance is not required but strongly encouraged. Participation in discussions is graded and required. Missed deadlines without prior permission or a valid excuse will result in a reduced grade on that assignment. Review late policy below. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

**Brightspace Organization**
All online materials for the course will be posted on Brightspace and organized in weekly modules. Each weekly module will include an overview of the weekly activities, including objectives, readings, guidelines for assignments, due dates, and links to online learning activities and resources.

**Course Readings**
Weekly readings from the required texts are listed on the Tentative Schedule of Topics and Core Readings below. Additional readings, videos, and activities will be posted on Brightspace in the weekly modules. Some resources will be required, while others will be recommended.

**Weekly Work and Assignments**
- Carefully read the description of each assignment and weekly overview to ensure each component of an assignment is addressed. Rubrics, guidelines, and instructions about each assignment will be posted on Brightspace. Submit assignments via Brightspace in Word or PDF format only. Review late policy below.
- Weekly work will include the required and supplemental readings, videos, reading responses, school-based activities, discussion, and journal entries.
- Discussion forums will be used to (a) describe practices that you use or have observed that are consistent with theory and research described in assigned readings, (b) share and critically evaluate resources that you locate to supplement weekly readings, and (c) problem-solve about related issues.

**Assignment Deadline Extensions**
Should you have an emergency and need an extension on an assignment, email me (melissa.cuba@maine.edu) before the assignment is due. Otherwise, the assignment will be considered late.

**Late Policy**
All assignments must be submitted on time to receive full credit. Any late work will receive a 1/5th point (or 20%) deduction per day late to not exceed 4 days. Work submitted beyond this will result in no credit.

**Writing Style**
- All assignments should reflect professionalism in writing and be written in American Psychological Association (APA) style, 7th edition. This includes the format of the assignments, references, and professional terminology (e.g., “students” not “kids”). All
assignments should use person-first language (e.g., “student with a learning disability” not “learning disabled student”).
- Headings and page numbers should be used to organize the assignments.

**General Guidelines**
- Please include your full name and the course number on all assignments.
- Follow all assignment-specific guidelines and review the rubric for each assignment.
- All assignments are required to be submitted electronically as either a PDF or Word document through Brightspace. These are the only two file formats that will be accepted.
- Always maintain the confidentiality of students and participants. Use pseudonyms.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.
- The instructor reserves the right to use all or portions of students’ assignments as examples in class. The student’s privacy will be respected by removing their name.
- Retain a personal copy of all assignments.

**Assignment Descriptions**

*Guidelines and rubrics for each assignment will be provided.*

**Advancing Educational Equity through Individual Reflection** (20% of course grade)
Provide a 2-3 page personal narrative about your identities (i.e., racial, ethnic, linguistic, ability, gendered, religious) and their influence on your K-12 educational experiences and educational opportunities. Also include how these experiences influence your work in education and relationship with culturally and linguistically diverse students. Guidelines and rubric will be provided. *Submit through Brightspace by Feb. 20th.*

**Collaborative Problem-Solving Report** (20% of course grade)
Provide a 4-5 page report using the Collaborative Problem-Solving Form (CPSF) in Appendix (pages 173-184) of the Haas and Esparza Brown book. The report should include all components of the form, including new insight from the parent and student interviews. Guidelines and rubric will be provided. *Submit through Brightspace by March 27th.*

**Reflection on Culturally Responsive Practices** (20% of course grade)
Provide a 3-4 page reflection of the culturally responsive practices that resonate with your work, how you have been incorporating them into your current work, and plans for the future. Guidelines and rubric will be provided. *Submit through Brightspace by May 1st.*

**Final Project** (20% of course grade)
Record presentation of best practices that is 15-minutes long to share with practitioners. Focus on innovative, research-based practices that are relevant to your work and current role. Guidelines and rubric will be provided. *Submit through Brightspace by May 8th.*

**Discussion** (20% of course grade)
Respond to four discussion threads on different topics. Guidelines and discussion prompts will be provided. *Post in Brightspace discussion thread by due date (See calendar below).*
Evaluation
Each of the following components will be weighted as follows to determine your final grade in the course.

**Assignment**
Advancing Educational Equity through Individual Reflection 20%
Collaborative Problem-Solving Report 20%
Reflection on Culturally Responsive Practices 20%
Final Project: Recorded Presentation of Best Practices 20%
Discussion via Brightspace
- Discussion 1: Introductions 20%
- Discussion 2: Eligibility and service guidelines 20%
- Discussion 3: Assessment 20%
- Discussion 4: Collaboration 20%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 85%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 75%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 - 65%</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>

**Course Policies**

**Special Education Policy on Incompletes in Graduate Classes**
*I. for “Incomplete:” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has successfully participated in more than 50% of the class, with a grade of B or above. A contingency contract will be created by the instructor outlining the work to be completed and the due dates. The student, advisor and/or program coordinator, and instructor will sign this contract. If the incomplete work is not submitted within the time allotted by the faculty member, the incomplete work will earn a grade of “0” and the overall grade for the course will be recorded as the final grade. A student may not carry a combination of more than three “I” or “L” grades in all enrolled degree programs without the permission of the graduate program coordinator and the Graduate School.

**Taskstream Online Data Management System**
Unless otherwise announced, you do not have a Taskstream assessment for this course.
Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both the present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, socio-economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and 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 society. 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.

Campus 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. 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.main.edu/board-of-trustees/policy-manual/section-314/](https://www.main.edu/board-of-trustees/policy-manual/section-314/)

**Students with 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 (Melissa Cuba) 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 in 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 Violence Policy: Sexual Discrimination Reporting**
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

**Why do teachers have to report sexual discrimination?**
The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

**What will happen to a student if a teacher reports?**

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

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

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

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

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

For *confidential resources off campus*: **Rape Response Services**: 1-800-871-7741 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.
Tentative Schedule of Topics and Core Readings

- The schedule below lists the tentative topics and readings. It might be necessary to adjust topics and readings in response to needs and class interests. Only readings from the textbooks, discussions, and assignments for the project are on the schedule below.

- Weekly modules will be posted on Brightspace Tuesday mornings. Assignments are due on Mondays, no later than 11:59 PM.
  - Check Brightspace for assignment and other weekly work guidelines and rubrics.
  - Review assignment and discussion due dates in the schedule below.
  - Some weekly work will not be graded but used for class meeting discussions.
  - Weekly readings from required books below. Check Brightspace for additional readings.

- Readings from our textbooks are listed for each topic and by week. You will also need to access online resources (e.g., articles, websites, videos/webinars). These resources will be posted on Brightspace.

- Discussions are subject to change based on class needs. If so, you will be notified.

<<Schedule begins on the next page>>
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings*</th>
<th>Discussions in Brightspace</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course overview &amp; project introduction</td>
<td>See Brightspace</td>
<td></td>
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</tr>
<tr>
<td>Week of Jan. 17</td>
<td>Introduction to CLD students &amp; typologies</td>
<td>Haas &amp; Esparza Brown, Chapter 1 &amp; Chapter 5 (pp. 95-102)</td>
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<tr>
<td>Week 2</td>
<td>Developing a culturally responsive pedagogy</td>
<td>See Brightspace</td>
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<tr>
<td>Week of Jan. 24</td>
<td>Linguistically additive approaches</td>
<td>Hammond, Chapters 1-3</td>
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<tr>
<td><strong>First class meeting</strong>: Jan. 25 from 5-7 PM</td>
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<tr>
<td>Week 3</td>
<td>Federal and state guidelines for CLD students with disabilities</td>
<td>See Brightspace</td>
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<tr>
<td>Week of Jan. 31</td>
<td>Developing a culturally responsive pedagogy</td>
<td>Haas &amp; Esparza Brown, Chapter 7</td>
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<tr>
<td>Week 4</td>
<td>Challenges with referral and eligibility for CLD students</td>
<td>See Brightspace</td>
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<tr>
<td>Week of Feb. 7</td>
<td>Disproportionality in special education</td>
<td>Haas &amp; Esparza Brown, Chapter 2</td>
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<tr>
<td><strong>Second class meeting</strong>: Feb. 15 from 5-7 PM</td>
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<tr>
<td>Week 5</td>
<td>Effective teaching practices for multilingual learners</td>
<td>See Brightspace</td>
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<tr>
<td>Week of Feb. 14</td>
<td>Considerations for reading instruction</td>
<td>Haas &amp; Esparza Brown, Chapter 3</td>
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<tr>
<td><strong>Assignment Due Dates</strong>: Feb. 13</td>
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<tr>
<td>Week 6</td>
<td>Assessment across the MTSS tiers</td>
<td>See Brightspace</td>
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<tr>
<td><strong>Assignment Due Dates</strong>: Feb. 20</td>
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<tr>
<td>Feb. 21</td>
<td>Importance of collaboration</td>
<td>Haas &amp; Esparza Brown, Chapter 4</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;Week of Feb. 28</td>
<td>Discerning language acquisition from learning disability&lt;br&gt;Developing appropriate IEP goals</td>
<td>See Brightspace Haas &amp; Esparza Brown, Chapter 5 (pp. 103-135)</td>
<td>Discussion 3: Assessment due Mar. 6</td>
<td></td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;Week of Mar. 7</td>
<td>Building a learning partnership</td>
<td>See Brightspace Hammond, Chapters 5 &amp; 6</td>
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</table>

**Third class meeting:** Mar. 8 from 5-7 PM

<table>
<thead>
<tr>
<th>Week 9</th>
<th><strong>Spring break</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Week 10</strong>&lt;br&gt;Week of Mar. 21</td>
<td>Restoring student confidence</td>
<td>See Brightspace Hammond, Chapters 7 &amp; 8</td>
<td>Collaborative Problem-Solving Report due Mar. 27</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;Week of Mar. 28</td>
<td>Serving dually identified students&lt;br&gt;Transition supports</td>
<td></td>
<td>Discussion 4: Collaboration due Apr. 3</td>
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**Fourth class meeting:** Mar. 29 from 5-7 PM

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Creating a culturally responsive community</th>
<th>See Brightspace Hammond, Chapter 9</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 13</strong>&lt;br&gt;Week of Apr. 11</td>
<td>School and district improvement planning</td>
<td>See Brightspace Haas &amp; Esparza Brown, Chapter 6 &amp; 8</td>
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<tr>
<td><strong>Week 14</strong>&lt;br&gt;Week of Apr. 11</td>
<td>No new topic</td>
<td></td>
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</table>
### Fifth class meeting: Apr. 19 from 5-7 PM

<table>
<thead>
<tr>
<th>Week 15</th>
<th>No new topic</th>
<th>Reflection on Culturally Responsive Practices due May 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Apr. 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Project: Recorded Presentation of Best Practices due May 8th</td>
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</tr>
<tr>
<td>Week of May 2</td>
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*See the weekly modules for additional required and supplementary readings and resources. Readings listed above are from the textbooks.*