

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on February 6th, 2024 and is recommending the following courses to the Graduate Board for approval at its February 29th meeting.

New Courses:

ERL 554 Literacy Processing: How Students Learn to Read

FSN 539 Probiotics in food: Formulation and Function

KPE 661 Current Topics in Athletic Training Practice

KPE 681 Leadership and Management in Athletic Training

ERL - 554 - Literacy Processing: How Students Learn to Read

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

This is a single, three-credit course that will replace a two-semester, six-credit pair of courses (EEL 561 and EEL 562). It is part of the revision of the M.Ed. in Literacy Education program.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:

Course Designator*

ERL

Proposed Course #* 554

Course Type: *

Education Literacy

Short Course Title Literacy Processing
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Literacy Processing: How Students Learn to Read

Course Description:* This course will help the literacy specialist grow in their understanding of the reciprocity among language development, reading, and writing. The course will also focus on feedback contingent teaching and collaborative problem solving with colleagues focusing on how students develop literacy.

Prerequisites: Graduate standing or permission of instructor.

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions

allowed:

*Can students enroll multiple times in term? ☐ Yes ☒ No

Instruction Mode: ☒ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
☐ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)* ☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☒ Fall ☐ Summer ☐ Spring ☒ Alternating ☐ Variable

Text(s) Planned for Use* Leslie, L., & Caldwell, J. (2021). *Qualitative reading inventory* - 7. Hoboken, NJ: Pearson

Clay, M. M. (2019). *An observation survey of early literacy achievement* (4th ed.). Auckland, NZ: The Marie Clay Literacy Trust. (Available from Heinemann)

Course Instructor* Course will be rotated among all faculty in the Literacy, Language and Culture Program. Adjuncts will also be utilized.

Timothy Reagan

School of Learning and Teaching

2:2

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), ...

or library
subscriptions and
resources?*

**Units Affected: What
other academic units
are affected (e.g.
course overlap,
prerequisites)? Have
the affected units
been consulted? Any
concerns expressed?
Please explain.***

N/A

**Course Frequency:
Does the content of
this course overlap
significantly with
other University
courses? If so, list
the course, explain
the overlap, and
justify the need for
the proposed
course.***

N/A



ERL 554
Literacy Processing:
How Students Learn to Read

Instructor:
Office:
Phone:
Email:

Fall
Distance Synchronous Learning
 3 credit hours

Catalog Description

This course will help the literacy specialist grow in their understanding of the reciprocity among language development, reading, and writing. The course will also focus on feedback contingent teaching and collaborative problem solving with colleagues focusing on how students develop literacy.

Course Description

The course is intended to guide the literacy specialist in the understanding of the collaborative nature of the literacy specialist and how this interventionist is a key part of supporting the literacy needs of the school. Teachers learn to establish in learners a firm foundation of how print works and the strategic behaviors that lead to successful reading and writing. Particular attention will be paid to current theory and research around topics such as literacy processing theory, oral language development, and the development of phonological awareness. Exploration of these topics is designed to help educators understand how individual students approach literacy acquisition and how to observe and teach to each student's individual strengths and needs.

Required Textbook and Readings

Leslie, L., & Caldwell, J. (2021). *Qualitative reading inventory* - 7. Hoboken, NJ: Pearson

Clay, M. M. (2019). *An observation survey of early literacy achievement* (4th ed.). Auckland, NZ: The Marie Clay Literacy Trust. (Available from Heinemann)

One of the following books will be needed for Observation Survey Testing:

- Clay, M. M. (2000). *Follow me moon*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2000). *No shoes*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1972). *Sand*. Portsmouth, NH: Heinemann.

Clay, M. M. (1979). *Stones*. Portsmouth, NH: Heinemann.

Additional Readings: Articles and other readings will be assigned as the course content is carefully matched to the needs of the class. In addition, participants will be directed to additional books, articles, and other resources to assist with individual needs and the exploration of a broad range of literature in the fields of literacy education and teaching to support students with literacy learning needs.

Prerequisites

Graduate standing or permission of the instructor.

Course Delivery Method

The course will be taught synchronously on *Zoom*, and *Brightspace* will be utilized extensively.

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.

Ties to the 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.

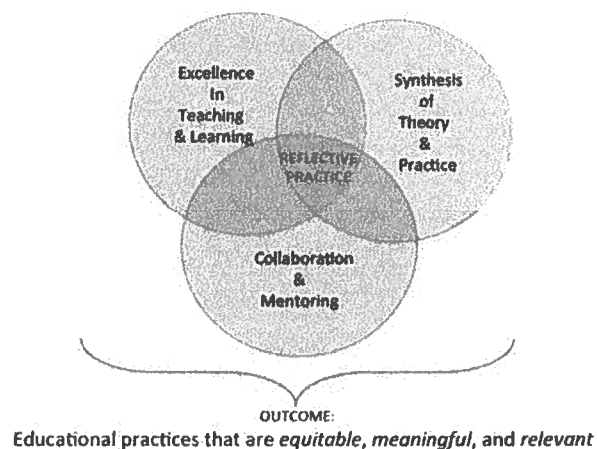
- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.
- Reflective 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.



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.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The following are used to track your professional growth during the course:

1. *Teaching Children*

InTASC Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. *Collecting Data*

InTASC Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

3. *Understanding Theory*

InTASC Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

4. *Understanding Implementation*

InTASC Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Attendance and Participation

Learning throughout the program is dependent on class-based discussion and 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.. Class attendance is crucial to successful learning. If you must miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence. The instructor reserves the right to lower the grade of students who miss class.

Learning Outcomes

Assignments will help you reflect on the role of the curriculum, assessment, and instruction of developing readers and writers. We will work together to synthesize theory and research to inform us of the role of the literacy specialist and how the literacy specialist utilizes current effective practices in teaching reading and writing to meet the needs of diverse learners in the classroom. The Common Core

Standards and the standards for the English/Language Arts from the National Council of Teachers of English and the International Literacy Association also guide our work in this course. Upon completion of this course, candidates will be able to do the following:

- Demonstrate positive attitudes towards the individual needs and competencies of literacy learners.
- Demonstrate high expectations for successful literacy learning for all students.
- Demonstrate high expectations for personal expertise in teaching students with literacy learning difficulties.
- Develop theoretical understandings of literacy processing in reading and writing at the acquisition stage.
- Develop an understanding and appreciation of the reciprocal links between oral language, listening language, reading and writing.
- Develop theoretical understandings to promote accelerated literacy learning for students.
- Develop theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners.
- Develop an understanding of the importance of systematic observation and the ongoing assessment of student literacy learning competencies.
- Begin to use a range of systematic observation techniques to assess and guide students' reading and writing progress.
- Design individual instruction to promote powerful literacy processing for students.
- Develop an understanding of strategic processing and the importance of strategic activity within a constructive, problem-solving approach to literacy learning.
- Monitor progress and make instructional interventions.
- Begin to teach for strategic activity during reading and writing.
- Monitor progress and adjust for specific difficulties.
- Critically evaluate and reflect upon personal teaching competencies with a diverse range of learners.
- Observe and respond to the teaching of peers to support the development and refinement of teaching competencies.
- Report accurately on outcomes of instruction.
- Recommend appropriate placement using data and guidelines.
- Participate actively as a member of the school literacy and special needs teams.
- Communicate effectively with administrators, colleagues, and parents/caregivers of students.
- Develop competencies as a leader in school literacy teams.
Explain literacy terminology (e.g., phoneme, grapheme, morpheme, phonics, word recognition, decoding skills, comprehension) and concepts (e.g., phonemic awareness, print awareness, alphabetic principle, emergent literacy, fluency, etc.) of literacy development.
- Understand instructional strategies that develop in students an awareness of the sounds made by spoken words (phonemic awareness).
- Understand and provide instruction in all aspects of an interactive literacy program, including word study, reading, writing, listening, speaking, viewing, and visually representing.
- Demonstrate knowledge of vocabulary and comprehension skills needed to promote reading development.

- Complete a case report demonstrating an understanding of a student's current level of functioning and instructional needs.
- Refining procedures for analyzing and interpreting running records of oral reading behavior, procedures for promoting strategic processing during reading and writing, fostering self-monitoring and self-correcting behaviors during reading and writing.
- Design reading instruction for students at various stages of literacy development.
- Collaborate with professionals to strengthen their knowledge of content, research and pedagogy to provide quality instruction for students.
- Know how and where to look for resources that will foster professional self-development and continued growth.
- Relate to parents and professionals to build partnerships between home and school.
- Demonstrate an ability to critically analyze and evaluate reading assessment data.
- Synthesize data from multiple sources into a cohesive plan for student learning.
- Apply an understanding of the use of self-evaluation as a tool for professional growth.
- Understand how to use systematic observation for gathering data to develop effective classroom structures.
- Identify structures and opportunities that support student learning, engagement, and development.
- Support evaluative decisions based upon current best practices in literacy and learning.

Course Requirements

During this course, participants must:

- Teach 2 thirty-minute lessons on your identified learner per week for a 6-week duration.
- Participate in ongoing assessment of student's literacy strengths and areas of improvement at the end and start of each session.
- Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.
- Continually make and update predictions of progress for your identified learner using double entry journal format with anecdotal notes
- Submit student data to instructor as requested.
- Select two video sessions and double entry journal to share with the class for group analysis and support.
- Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.
- Attend all class sessions. 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.

Illustrative Course Activities

- Assigned readings from texts and journals relating to ongoing assessment and instruction. Enter into zoom class discussions, demonstrations and group activities prepared to discuss and connect weekly activities to readings.
- Seminars and discussions focused on assessment, instructional strategies and learners' response to instructional interventions. We will use our recorded video lessons and double entry journals to guide these discussion
- Simulations of assessment and instructional techniques.
- Collaborative problem-solving regarding assessment and instruction.

Course Evaluation

Assessment and Tutorial Case Study

Based on continues assessment the graduate student will use a case study approach to: Identify the readers strengths and areas for improvement, the stage of reading development, and share qualitative analysis of the student's concepts about print, word recognition, oral reading development, listening comprehension and writing development. The successful graduate student will summarize their findings and make instructional recommendations. (100 points)

Double Entry Journal

After determining the student's reader profile develop an instructional portfolio that is designed around the student's strengths and is designed to improve student's areas of need. The instructional portfolio will include a minimum of 12 documented tutorial sessions along with documentation of the progress of the learner. You will keep anecdotal notes regarding the student's progress and write self-reflections with each tutorial lesson. This will allow you to keep daily records on your child's progress and will be beneficial to you while composing your professional and family letters summarizing your findings and recommendations. (120 points)

Weekly Tutorial Video Analysis

The weekly video analysis of your sessions will be used to provide continuous and ongoing feedback and will connect to your Double Entry Journals. Twice over the duration of the course you will be required to select a video and lead the course in an analysis of the assessment and instruction. (Included with Double Entry Journals)

Lead Two Sessions Using Video and Tutorial Analyses (40 points)

Professional Summary Letter (20 Points)

Letter to Parents (20 Points)

The grading scale used to determine final grades in this course is:

Points (Out of 300)	Letter Grade
279-300	A
270-278	A-
264-269	B+
249-263	B
240-248	B-
234-239	C+
219-233	C
210-218	C-
204-209	D+
189-203	D
180-188	D-
0-179	F

Incomplete Grades

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 will remain on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time 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 time completion of the work.

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 Accessibility and Accommodations

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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.

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, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

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.

Tentative Course Calendar

Module	Topic	Content	Assignment
Module 1	Perspectives on Processing	<ul style="list-style-type: none">• Individual differences in literacy learning.• The development of a reading/writing processing system.• Attention, movement, and learning.• Language and learning.• Relationship between assessment and instruction.	
Module 2	Collecting Data on Processing	<ul style="list-style-type: none">• Assessment of early literacy competencies, including administration of <i>An Observation of Early Literacy Achievement and Record of Oral Language</i>.• Concepts about print.• Taking records of reading continuous texts.• Observing, analyzing, and recording letter identification, word reading, writing vocabulary and hearing and recording sounds in words.• Responding on need; predicting progress.	
Implementation and Collaborative Inquiry [10 weeks]			
Module 3	Teaching of Children: <i>Firm Foundations</i>	<ul style="list-style-type: none">• Learning to look at print.• Directionality.• Locating what to attend to in print.• Spatial layout.	
Module 4 - 9	Teaching/Support Teaching of Children: <i>Processing and Strategic Activity</i>	<ul style="list-style-type: none">• Learning to write words and messages.	<ul style="list-style-type: none">• Double Entry Journals and Anecdotal

		<ul style="list-style-type: none"> • Observing and teaching for change in early literacy behaviors. • Reading continuous texts, whole stories, and information books. • Teaching for visual information within a balanced literacy processing system. • Taking words apart in reading. • Linking sound sequences to letter sequences. • Teaching for phrasing in fast and fluent reading. • Teaching for strategic activity in reading and writing. • Teaching for accelerated literacy learning. • Teaching for independence in literacy learning. 	<p>Notes.</p> <ul style="list-style-type: none"> • Complete Video Analysis. • Demonstration Lessons (2)
Preparing for Discontinuation [2+ Weeks]			
Modules 10 - 15	Transitioning/ Discontinuation	<ul style="list-style-type: none"> • Reflecting on foundations and progress. • Continuing to teach for strategic activity. • Continuing to teach for accelerated literacy learning. • Continuing to teach for independence in literacy learning. • Liaising with classroom teacher and SPED/SLP professionals. • Communicating with a variety of Stakeholders. • Observing learner in-class functioning. • Reporting of progress and placement. 	<ul style="list-style-type: none"> • Case Study. • Professional Letter. • Letter to Families.



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Orono, Maine 04469-5775
umaine.edu/graduate
graduate@maine.edu
207.581.3291

New Graduate Course Proposal

Academic Unit: Food & Agriculture
Course Designator & Number: FSN 539
Effective Semester: Fall 2024
Course Title: Probiotics in food: formulation and function
Course Type: New Course

Proposed Catalog Description:

FSN 539

COURSE DESCRIPTION: Introduces the process of assessing probiotic characteristics of microorganisms. Reviews current understanding of probiotic mechanisms and efficacy in humans with focus on administration via food products. Discusses the process of effective formulation of probiotic food products and related legal considerations.

Course Prerequisites: Prerequisites & Notes
Must have a Graduate standing in FSN or permission. Prior coursework in microbiology and food science suggested
Credit Hours: 3
Component: Lecture
Cross-Listed Course:

Text(s) Planned for Use:

- Probiotics, Prebiotics, and Synbiotics: Bioactive Foods in Health Promotion. Ronald Ross Watson and Victor R. Preedy (editors). 2016, Elsevier Inc. AVAILABLE ONLINE (library.umaine.edu).
- Peer reviewed papers as assigned

Course Instructor: Jennifer Perry, Associate Professor of Food Microbiology, 50% teaching

Reason for new course:

Students who have completed the current FSN 538 class (Fermented Foods and Probiotics) have strongly indicated a desire for more depth of content. Faculty have agreed that this would be highly beneficial for students in both Food Technology and Human Nutrition specialties within our online MS program, so we propose to split the current FSN 538 into two separate, three credit courses: FSN 538 Food fermentation (modification has been submitted) and a new FSN 539 Probiotics in food: formulation and function.

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 approximately once every other year or as needed to meet demand. Although the courses comprising my teaching load vary by year, it is likely that this course would need to be taught as overload through DLL.

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: ^{kpbell@maine.edu} ^{Approved} ^{09/14/23} _____ **Date:** _____

College CC Chair: ^{susans@maine.edu} ^{Approved} ^{09/27/23} _____ **Date:** _____

College Dean: _____ **Date:** _____

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: ^{patricia.libby@maine.edu} ^{Approved} ^{10/02/23} _____ **Date:** _____

Graduate School

Date

PROBIOTICS IN FOOD: FORMULATION AND FUNCTION
University of Maine

FSN 539

INSTRUCTOR: Jennifer Perry
Associate Professor of Food Microbiology
School of Food and Agriculture
113 Hitchner Hall
Phone: 581-2940
E-mail: jennifer.perry@maine.edu

COURSE DESCRIPTION: Introduces the process of assessing probiotic characteristics of microorganisms. Reviews current understanding of probiotic mechanisms and efficacy in humans with focus on administration via food products. Discusses the process of effective formulation of probiotic food products and related legal considerations.

CREDITS: 3

PREREQUISITES: Graduate standing in FSN, FNS or permission, prior coursework in microbiology and food science suggested.

TIME and LOCATION: Online, limited synchronous meetings to be scheduled after survey

- **REQUIRED SOFTWARE PLATFORMS:** Students should be proficient in the use of the following platforms:
 - Brightspace
 - Zoom
- For technical assistance, please call The Distance Education Help Line @ 1-800-696-4357

INSTRUCTIONAL MATERIALS: Lectures for this class have been recorded and placed on Brightspace

COURSE OBJECTIVE

Students completing FSN 539 will gain a broad understanding of the use of probiotic microorganisms in food, including characteristics of probiotic microorganisms and methods of validating probiotic activity. Students will also obtain knowledge regarding the formulation of foods containing probiotics.

STUDENT LEARNING OUTCOMES

Students completing FSN 539 should be able to:

- Compare and contrast starter cultures, probiotics, prebiotics and synbiotics
- Illustrate the process by which probiotics are proven effective
- Discuss research regarding emerging uses of probiotics
- Describe proven health effects of probiotics and the mechanism of action behind them

- Design a novel, theoretical delivery system to address a specific health concern using a validated probiotic

REQUIRED MATERIALS

- Probiotics, Prebiotics, and Synbiotics: Bioactive Foods in Health Promotion. Ronald Ross Watson and Victor R. Preedy (editors). 2016, Elsevier Inc. **AVAILABLE ONLINE** (library.umaine.edu).
- Peer reviewed papers as assigned

RECOMMENDED/SUPPLEMENTARY MATERIALS

- Today's Online Textbook of Bacteriology. Kenneth Todar. 2012. Available: <http://textbookofbacteriology.net/>

ASSIGNMENTS and GRADING

FSN 539

Assignment	Number	Percentage of Final
Introductory survey	1	2.5
Quizzes (semi-weekly)	12	10
Attendance of synchronous sessions	2	10
Submission of question for Q&A	2	10
Structured assignments		
Legal case review	1	7.5
Emerging probiotic showcase	1	7.5
Probiotic product profile	1	7.5
Mini-project		
Probiotic organism profile	1	15
Group project	1	20
Group member evaluations	2	7.5
End of semester survey	1	2.5
Grand Total		100%

Grading scale

<u>Letter grade</u>	<u>Score</u>
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67

D-	60-62
F	0-59

All assignments are due by 11:59 PM on the stated due date and will be submitted on Brightspace. Late assignments will be accepted for a maximum of 48 hours after the due date, with a 10% penalty.

- **Quizzes:** Quizzes will be administered on a weekly basis and will cover material from both lectures and assigned readings. You may complete the quiz as many times as needed to earn a score of 80% or greater. Quizzes will be due no later than 11:59 PM on Sunday and will be graded for **completion only**, no makeups.
- **Synchronous sessions:** A minimum of five synchronous sessions (~1 hr) will be scheduled throughout the semester to be held via Zoom meetings. These will be comprised of product demonstrations and question/answer sessions. All synchronous sessions will be recorded and posted for those unable to attend.
 - All students are required to be present during at least two synchronous sessions.
 - Questions will be solicited in the week before each scheduled session, each student must submit questions in advance no fewer than **two times** during the semester. For credit, questions must be posted on course discussion boards **no less than 48 hr** before the scheduled session. Those attending each session may also ask questions in real time, but these will not be scored for credit.
- **Structured assignments:** Structured assignments consist of “worksheet style” assessments for which instructions will be posted on Brightspace.
- **Mini-project:** One mini-project will be completed during the semester. This assignment is more in-depth than structured assignments and includes:
 - Probiotic organism profile: Students will select a specific probiotic strain and use peer reviewed literature to summarize (in written form, no less than 5 pg ds) the proven effects of the chosen strain and mechanism by which these are elicited. Summaries should review both *in vitro* and *in vivo* studies as well as meta-analyses as appropriate.
- **Group project:** In the second week of the semester students will be assigned to groups (3-4 students per group). Each group will work together throughout the semester to develop a concept for a **probiotic food product** that uses a scientifically vetted microorganism to **address a specific health concern**. Concept papers will include aspects of marketing, production and claims substantiation. If advanced planning is utilized, many of the semester’s assignments can be used to generate parts of this project.
 - **Group member evaluations** will be completed at the (approximate) midpoint and conclusion of the semester. Each student will rate their group members’ contribution to the final concept paper, availability and cooperativeness throughout the semester. Any issues identified at the semester midpoint will be addressed in meetings with the instructor.
- **End of semester survey:** In order to facilitate course improvement students will be asked to complete a short survey (separate from formal course evaluations) at the conclusion of the semester.

Final Grade

Final grades will be awarded on a +/- scale based on percentages as listed above, adjusted at the discretion of the instructor.

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, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (***Date Issued:** September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Although students will be collaborating in groups throughout the semester to complete the final project, **all assignments other than the final concept paper should be completed individually.** Additionally, be aware that assignments will be screened with SafeAssign. Repeated issues with originality of submitted work will result in grade penalties or disciplinary action.

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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr. Perry) privately as soon as possible.

If you foresee **any** personal issue that may affect your ability to complete assignments on time or otherwise interfere with your performance (mental health, financial concerns, anxiety, ailing family member, etc.), please schedule a meeting with me to discuss early in the semester. **Regardless of whether you have/plan to pursue a formal accommodation, the sooner you make me aware the more I can do to help you.**

COURSE SCHEDULE DISCLAIMER (disruption clause)

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

OBSERVANCE OF RELIGIOUS HOLIDAYS/EVENTS

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

SEXUAL DISCRIMINATION REPORTING

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

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

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

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or [see the Title IX Student Services website for a complete list of services \(open in a new window\)](#) . Also, [Student Wellness Resource Center \(opens in a new window\)](#).

PROPOSED COURSE SCHEDULE

Week	Primary topic	Required lecture videos/readings (some TBD)	Assignments due
1	Course introduction/Gut microbiota	McFarland et al., Reid et al.	Intake survey
2	Gut microbiota/immune system		
3	Probiotic characteristics	Watson and Preedy Ch. 15, 33	
4	<i>In vitro</i> probiotic screening methods		Probiotic product profile
5	<i>In vitro</i> probiotic screening methods/literature evaluation		
6	Probiotic regulatory landscape	Saldanha, Heimbach	
7	Probiotic mechanisms (diarrhea)	Watson and Preedy Ch.17, 36	Legal case review
8	Probiotic mechanisms (immune)	Watson and Preedy Ch. 54, 20	Group member eval 1
9	Spring break	None	None
10	Probiotic mechanisms (cholesterol, carcinogenicity, etc.)		
11	Probiotic mechanisms (neurological)		Probiotic organism profile

12	Probiotic mechanisms (emerging)		
13	Commercial probiotic landscape		Emerging probiotic showcase
14	Probiotic delivery mechanisms and food formulation	Holzapfel, McBurney et al.	Final survey
15	Postbiotics and microbial metabolites		Final concept paper, Group member eval 2



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New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training

Course Designator & Number: KPE 661 **Effective Semester:** Spring 2025

Course Title: Current Topics in Athletic Training Practice

Course Type: New Course

Proposed Catalog Description:

Course Description: KPE 661 – Current Topics in Athletic Training Practice provides a space for students to discuss timely topics that are relevant to athletic training clinical practice. This primarily student-led (instructor facilitated), seminar-based course involves the presentation, discussion, and application of current concepts into clinical practice as students engage in their semester-long immersive clinical experience. Topics may include, but are not limited to the following: advocacy, behavioral and mental health considerations, early sport specialization, patient-oriented outcome measures, management of sport-related concussion, covid-19, racism in health care, and diversity, equity, and inclusion.

Course Prerequisites: KPE 601 - Athletic Training Clinical Skills III

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:

no required textbooks beyond open access materials

Course Instructor: Dr Alicia Lacy - Assistant Professor of Athletic Training. This course will be considered a part of Dr Lacy's regular teaching load.

Reason for new course:

Changes in accreditation of athletic training programs require students to graduate from an accredited graduate program to be eligible to sit for the national certification exam. This course will be part of the new graduate athletic training curriculum that will replace the current undergraduate program.

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 annually in the spring semester to second year athletic training cohort students.

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

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.artesani@maine.edu	Approved	Date:	11/22/22

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: hcarter@maine.edu Approved 12/30/22
Date: _____

Graduate School

Date



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.

3.0 Credits Online Asynchronous (Virtual Synchronous Meetings 1-2x/month)

Classroom – Virtual Space
Day and Time – XXXXX

Course Description: KPE 661 – Current Topics in Athletic Training Practice provides a space for students to discuss timely topics that are relevant to athletic training clinical practice. This primarily student-led (instructor facilitated), seminar-based course involves the presentation, discussion, and application of current concepts into clinical practice as students engage in their semester-long immersive clinical experience. Topics may include, but are not limited to the following: advocacy, behavioral and mental health considerations, early sport specialization, patient-oriented outcome measures, management of sport-related concussion, covid-19, racism in health care, and diversity, equity, and inclusion. Additionally, this course will be used to assess student needs regarding the BOC examination for athletic training certification. Content areas displaying weakness will be addressed as students prepare to sit for the exam.

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: KPE 601

Textbooks: No textbook required. We will use open access resources for this course.
(Required)

Handouts and journal articles as assigned.

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

KPE 661 Current Topics in Athletic Training Practice - Spring 20xx

Student Learning Outcomes

At the completion of this course, students will be able to...

1. Lead an advocacy effort related to the field of athletic training that is relevant to stakeholders in their clinical setting

Assessment: Advocacy Project

2. Engage in fruitful discussions with peers regarding relevant topics, which may include unique experiences in their clinical immersion

Assessment: Discussion Board Posts

3. Develop and implement specific policies and procedures (e.g., Mental Health Emergency Action Plan) for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers

Assessment: Mental Health EAP Project

4. Implement patient-oriented outcome measures in clinical practice and make plan-of-care decisions based on the information gathered

Assessment: PRO Measure Assignment, Patient Case Presentation

5. Summarize pertinent information related to a patient case and effectively communicate case details to an audience of peers

Assessment: Patient Care Presentation

6. Retrieve/digest relevant literature and lead a discussion surrounding its use in and/or impact on athletic training clinical practice

Assessment: Journal Club

CAATE 2020 Standards associated with this course

Standard 68: Advocate for the profession.

Annotation: Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers

Standard 77: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Annotation: These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders

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Standard 94: Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers

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

Discussion Board Posts (6 @ 25 points)	150 points
Journal Club	50 points
PRO Measure Assignment	50 points
Advocacy Project	100 points
Mental Health EAP Project	100 points
Patient Case Study	150 points
Attendance & Participation	100 points
Total: 700 points	

Discussion Board Posts (6 @ 25 points each)

Students will be asked to regularly contribute to a discussion board in response to various prompts covering relevant current topics. Since the course is largely asynchronous, the discussion board will promote engagement among students in the class and serve as a place for ideas to be shared, challenges to be presented, and topics to be discussed. Students will not only be required to make an original post, but they will also be asked to respond to a select number of classmates' posts to encourage back-and-forth discussions.

Journal Club (50 points)

Reading original research and other peer-reviewed journal articles is one of many ways to integrate new knowledge in order to practice in an evidence-based manner. Throughout the semester, each student (or group of students) will lead a journal club. The student(s) will be responsible for selecting a recent (within the past 5 years) peer-reviewed article that is of interest to them and leading a discussion about the article. To encourage discussion, individuals leading journal club for that class period will be asked to prepare a list of questions ahead of the session.

Patient-Reported Outcome Measure Assignment (50 points)

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As part of this assignment, students will use a minimum of one patient-reported outcome measure in clinical practice to gather information related to a patient's health and/or physical function during their immersive experience. Following implementation, students will complete a reflective activity/exercise where they provide a brief summary of the patient case, include the de-identified data collected through the outcome measure, and indicate how, if at all, the outcome measure better informed the care they provided to the patient and whether or not they would continue to use patient-reported outcome measures in their practice.

Advocacy Project (100 points)

Students will complete a project/initiative that advocates for the profession of athletic training and is geared toward stakeholder(s) at their immersive clinical site (e.g., parents in the secondary school setting, administrators, other health care professionals). Options for the advocacy project may include but are not limited to elevator speech, infographic, informational video, and letter to a state representative.

Mental Health EAP Project (100 points)

Students will create a mental health emergency action plan for their clinical immersion site. Students will be encouraged to work collaboratively with their preceptor to ensure the mental health emergency action plan is specific to the clinical site and can be implemented effectively.

Patient Case Study Abstract and Presentation (150 points)

This will serve as the final project for KPE 661. Students will be asked to select a patient case that they primarily managed during their semester long immersive clinical experience. As part of this assignment, students will put together a case study abstract in accordance with the guidelines developed by the National Athletic Trainers' Association's Research and Education Foundation. Additionally, students will present key aspects/details of the case in a grand rounds type format. As part of the presentation, students will be asked to include information related to the following: background information related to the injury/illness, case presentation and timeline, use of patient reported outcome measures and the data collected, intra- and/or inter-professional collaborations that occurred throughout, as well as lessons learned/key takeaways.

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

KPE 661 Current Topics in Athletic Training Practice - Spring 20xx

timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

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.
- **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**

KPE 661 Current Topics in Athletic Training Practice - Spring 20xx

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.

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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

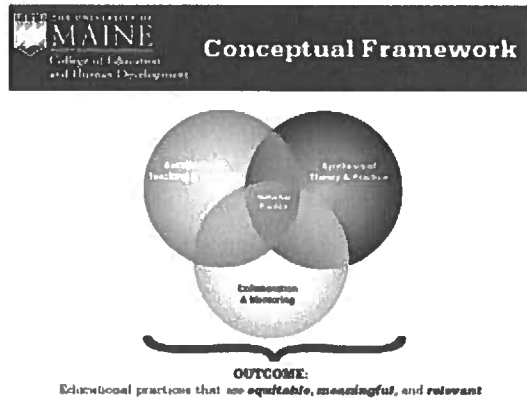
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College 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

KPE 661 Current Topics in Athletic Training Practice - Spring 20xx

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/>



Course Schedule

Week 1: Course Introduction

Week 2: Becoming an Athletic Training Advocate

Week 3: Patient-Centered Care (Patient-Reported Outcome Measures)

Week 4: Patient-Centered Care (Social Determinants of Health)

Week 5: Journal Club

Week 6: Diversity, Equity & Inclusion in Health Care / Cultural Competence

Week 7: Student-Initiated Current Topic

Week 8: Behavioral and Mental Health Considerations

Week 9: Journal Club

Week 10: Early Sport Specialization

Week 11: Student-Initiated Current Topic

Week 12: Evidence-Based Management of Sports-Related Concussion

Week 13: Journal Club

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Week 14: Student-Initiated Current Topic

Week 15: Patient Case Study Presentations



5775 Stodder Hall
Orono, Maine 04469-5775
umaine.edu/graduate
graduate@maine.edu
207.581.3291

New Graduate Course Proposal

Academic Unit: Kinesiology, Physical Ed, Athletic Training
Course Designator & Number: KPE 681 **Effective Semester:** Spring 2025
Course Title: Leadership and Management in Athletic Training
Course Type: New Course

Proposed Catalog Description:

KPE 681 – Leadership and Management in Athletic Training introduces students to leadership and management techniques that will prepare them to effectively coordinate and operate an athletic training facility. Topics related to administrative practice that will be covered in this course include but are not limited to, leadership qualities and strategies, budgeting, ethics, professionalism, documentation, communication strategies, conflict resolution, and policies and procedures.

Course Prerequisites: none
Credit Hours: 3
Component: Lecture
Cross-Listed Course:

Text(s) Planned for Use:

Kutz MR. Leadership and Management in Athletic Training: An Integrated Approach. 2nd ed. Jones & Bartlett Learning; 2019.

Course Instructor: Dr Alicia Lacy - Assistant Professor of Athletic Training. This course would be considered a part of Dr Lacy's regular teaching load

Reason for new course:

Changes in accreditation of athletic training programs require students graduate from an approved graduate level curriculum program to be eligible to sit for the national certification exam. This course would be part of the graduate athletic training curriculum program that will replace the current undergraduate program.

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 annually in the spring to second year athletic training cohort students. The course will replace a current undergraduate course taught by the instructor on her regular teaching load.

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: robert.lehnhard@maine.edu Approved **Date:** 09/15/22

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

College CC Chair: arthur.artesani@maine.edu Approved **Date:** 11/22/22

College Dean: _____ **Date:** _____

Leader: _____ **Date:** _____

College CC Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

DLL: hcarter@maine.edu Approved **Date:** 12/30/22

Graduate School

Date

KPE 681 Leadership and Management in Athletic Training

Spring
20xx



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.

3.0 Credits Online Asynchronous

Classroom – Virtual Space

Day and Time – XXXXX

Course Description: KPE 681 – Leadership and Management in Athletic Training introduces students to leadership and management techniques that will prepare them to effectively coordinate and operate an athletic training facility. Topics related to administrative practice that will be covered in this course include but are not limited to, leadership qualities and strategies, budgeting, ethics, professionalism, documentation, communication strategies, conflict resolution, and policies and procedures.

Instructor: Dr Alicia Lacy PhD ATC

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Office Hours: Mo 1-3pm, Th 9-11am or by appointment

Textbook: Kutz MR. *Leadership and Management in Athletic Training: An Integrated Approach*. 2nd ed. Jones & Bartlett Learning; 2019.

Internet: Handouts and journal articles as assigned.

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...

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1. Communicate effectively and appropriately with relevant stakeholders regarding administrative practices that mitigate risk (e.g., pre-participation physical examination, policies and procedures)
Assessment: Policies and Procedures Critical Review, PPE Critical Review
2. Describe the importance of documentation in athletic training clinical practice and effectively document patient encounters in an electronic medical record (or similar) to manage health-related information and support decision-making
Assessment: Quiz Items, Documentation Assignment
3. Use medical classification systems, such as Current Procedural Codes, for reimbursement purposes
Assessment: Documentation Assignment
4. Identify violations of ethical standards of the profession according to the NATA Code of Ethics, and describe what it means to practice in an ethical manner
Assessment: Quiz Items, WWYD Assignment, Discussion Board Posts
5. Self-assess professional competence and develop/pursue a professional goal to achieve competence in a particular area of athletic training clinical practice
Assessment: SMART Goal Assignment
6. Critically analyze policies and procedures that guide the delivery of athletic training services and make recommendations/revise accordingly to improve patient care
Assessment: Policies and Procedures Critical Review, PPE Critical Review
7. Differentiate between different types of budgets and equipment/supplies, including capital, expendable, and non-expendable equipment/supplies
Assessment: Quiz Items, Budget Project
8. Identify and describe leadership behaviors and characteristics athletic trainers should embody to advance the profession
Assessment: Quiz Items, Discussion Board Posts
9. Summarize fundamentals of professional behavior and explain what it means to act professionally in the field of athletic training
Assessment: Quiz Items, Discussion Board Posts

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10. Understand athletic training regulation and practice acts that govern the practice of athletic training in every state

Assessment: Quiz Items

11. Identify career goal(s) and successfully speak about professional competence and personal/professional attributes in a simulated environment

Assessment: Mock Job Interview

12. Implement strategies that can resolve conflict when differences in opinion or perspective arise between athletic trainers and relevant stakeholders

Assessment: Discussion Board Posts

CAATE 2020 Standards associated with this course

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

Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

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

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

Standard 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes

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Standard 88: Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 91: Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services

Annotation: Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management

Standard 92: Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

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

Discussion Board Posts (6 @ 25 points)	150 points
Mock Job Interview	50 points
Assignments (3 @ 25 points)	75 points
Critical Reviews (2 @ 50 points)	100 points
Budget Project	100 points
Quizzes (10 @ 10 points)	100 points
Attendance & Participation	25 points

Total: 600 points

Discussion Board Posts (6 @ 25 points each)

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Students will be asked to regularly contribute to a discussion board in response to various prompts covering course-related topics, which may include leadership, ethics, advocacy, professionalism, and conflict resolution. Since the course is asynchronous, the discussion board will promote engagement among students in the class and serve as a place for ideas to be shared, challenges to be presented, and topics to be discussed. Students will not only be required to make an original post, but they will also be asked to respond to a select number of classmates' posts to encourage back-and-forth discussion, as well as include evidence (e.g., peer-reviewed articles) in their original post and response posts (where applicable) to support opinions and perspectives.

Mock Job Interview (50 points)

Students will complete a mock job interview for a clinical position posted on the NATA Career Center. Ideally, the position would align with the student's professional interests and career goals. The mock interview will be completed with the "potential employer" over Zoom. As part of the mock interview, students will need to email their resume and cover letter to the "potential employer" one week before the scheduled interview. The resume and cover letter will be graded as part of the mock job interview assessment.

Assignments (3 @ 50 points)

Students will complete three assignments throughout the semester that help reinforce content related to documentation, ethical considerations, and professional competence and development.

1. *Documentation Assignment:* Students will be required to document patient encounters and care provided to patients for one month during their immersive clinical experience -- a practice that students should naturally be doing. As part of the assignment, students will apply Current Procedural Codes to services provided, along with accompanying costs, for a minimum of two weeks within the one-month window. Students will complete a short reflection that includes the total cost of services provided, their reactions to the documentation process and thoughts on how this information may be used for advocacy efforts.
2. *What Would You Do (WWYD) Assignment:* Students will be presented with multiple scenarios related to ethical considerations for the athletic training profession that align with the National Athletic Trainers' Association Code of Ethics and asked to reflect on what they would do given the contextual information provided. This assignment will help simulate potential ethical violations that students should recognize as problematic and identify the best path forward in order to practice in accordance with highest ethical standards.
3. *SMART Goal Assignment:* Leadership qualities include the ability to recognize areas for professional growth and identify a plan to develop in the respective areas. Students will develop a SMART goal in an area of athletic training practice that they would like to improve on (e.g., shoulder evaluations), identify how they will measure their progress throughout the timeframe identified in their SMART goal, and reflect on their professional development in the identified area post-completion.

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Critical Reviews (2 @ XX points)

1. *Critical Review of the Pre-Participation Physical Examination (PPE) Process:* Students will be required to analyze and constructively critique their immersive clinical site's PPE process (or similar), which may entail first having a conversation with the preceptor/supervisor regarding what the process entails. Following the analysis, students will summarize their findings and present overall impressions, including recommendations for improvement, to the preceptor/supervisor. Students will reflect on the presentation/discussion and write a reflection detailing the presentation and any associated or anticipated outcomes.
2. *Critical Review of Policies and Procedures:* For this assignment, students will perform a critical review of their immersive clinical site's Policies and Procedures Manual (or similar). Students will put together a summary of the review, including components of the policies and procedures manual, strengths of the document, as well as areas for improvement, and use the review to facilitate a meeting with the preceptor/supervisor where policies and procedures are discussed and the student's questions are answered. A summary of the discussion will be included in the write-up that gets submitted to satisfy the requirements of the assignment.

Budget Project (XXX points)

This project has multiple stages. The first stage involves inquiring about the immersive clinical site's budgetary and fiscal processes (e.g., type of budget, supply ordering process) and writing a short summary. Now having an understanding of the current budget process, along with pros and cons, in the second stage, the student will choose a budget style that they would want, in an ideal world, if they were the head athletic trainer at the immersive clinical site. They will justify why they selected that budget type and how it would facilitate the delivery of health care services. The last stage includes working with a partner to generate a list of supplies that are needed in order for an athletic training room to fully operate. The list should include and specify capital, expendable, and non-expendable equipment/supplies, as well as an estimation of how much each supply/piece of equipment will cost, how many items of each will be needed, and the total amount for each supply/piece of equipment. A total dollar amount for all supplies/equipment should also be included.

Quizzes (10 @ 10 points)

Periodic quizzes will be held to assess student learning and understanding of key didactic content. Quizzes will cover asynchronous module materials, assigned readings and other learning resources posted on Brightspace.

COURSE POLICIES

Attendance Policy

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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.

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.
- **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

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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.

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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

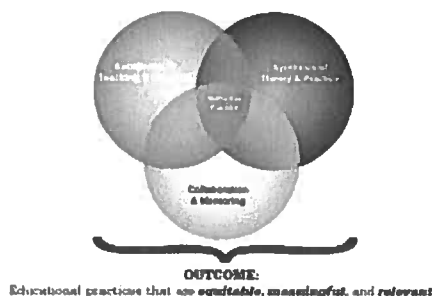
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Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibbes 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/>



Course Schedule

Week 1: Course Introduction; History and Development of Athletic Training

Week 2: Regulating the Practice of Athletic Training, Strategic Alliance

Week 3: Exploring the Role of Leadership in Athletic Training

Week 4: Concepts of Leadership/Leadership Behaviors for ATs

Week 5: Communication Strategies for ATs, Conflict Resolution Strategies

Week 6: Organizational Structure and Development

Week 7: Legal Issues and Risk Management

Week 8: Record Keeping and Documentation

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Week 9: Financial Management/Budgeting

Week 10: Reimbursement and Revenue

Week 11: Facility Design and Management

Week 12: Professional Ethics

Week 13: Transition to Practice/Fostering Growth & Continual Improvement

Week 14: Navigating the Job Interview

Week 15: Becoming an Advocate for the Athletic Training Profession