**ECO 405/505**

**SL: Sustainable Energy Economics and Policy**

**Spring 2022 SYLLABUS**

Tuesdays & Thursdays 11:00-12:15pm

Shibles Hall 202

**COURSE INFORMATION**

**Course Description**

This course examines tradeoffs associated with the technical, economic, environmental, and social implications of energy supply, distribution, and use in the context of transitioning toward a sustainable energy future. Students examine a variety of renewable and non-renewable energy options for electricity, heating and transportation. Students assess quantitative and qualitative indicators of sustainability related to greenhouse gas (GHG) emissions and climate change, air and water quality, human health and safety, energy security, wildlife and the environment, technological efficiency and availability. They examine the effect of policies (e.g., carbon prices, emissions targets, efficiency requirements, renewable portfolio standards, feed-in tariffs) on these indicators and tradeoffs. The course provides brief introductions to environmental life cycle assessment (LCA), social benefit cost analysis (SBCA) and multi-criteria decision analysis (MCDA), as they apply to energy issues. Students apply course concepts to a service-learning project in which they work with people from surrounding communities on local sustainable energy solutions. Students may not receive credit for both ECO 405 and ECO 505. This course has been designated as a UMaine service-learning course. However, due to COVID-19, for Spring 2021, students can choose to follow a service-learning track or a more traditional track.

**Undergraduate General Education Requirements**: Population and the Environment and Quantitative Literacy.

**Undergraduate Prerequisites:** C- or better in ECO 120 and a C- or better in either MAT 116 or MAT 126

**Credits**: 3

**COURSE DELIVERY METHOD**

**Mode of Instruction**: IN-PERSON FLIPPED, Shibles 202

**Learning Management System**: Google Classroom (class code: **vtv36yd**; invite link: <https://classroom.google.com/c/NDU4MDQ0MTEwOTcx?cjc=vtv36yd>)

**Preferred Hardware**: Computer and online access

**FACULTY INFORMATION**

**Dr. Sharon Klein**

Associate Professor

School of Economics

Winslow Hall, Room 305C

207-581-3174

sharon.klein@maine.edu *(when sending email to this address, please start the subject line with the course designator (e.g., ECO 405 or ECO 505))*

**Q&A (aka “Office”) Hours**: If you have questions about course material or anything else, please visit me in my office or via Zoom (link posted on Google Classroom) on Mondays at 11am – 12pm or Thursdays at 1-2pm; EXCEPT 1/20/22, 1/31/22, 2/21, 3/31. You can also make an appointment by email if these times do not work with your schedule. Due to my busy schedule, you may need to allow up to 1-2 weeks ahead of time to schedule an appointment

**INSTRUCTIONAL MATERIALS AND METHODS**

**Required Texts:** There is no required text for this course. All required readings and videos will be available through the course website in Google Classroom (see link and code above).

**Google Classroom** will be our main stop for most course content. This is where I will post learning modules, announcements and grades. You will access Google Form quizzes through Classroom as well. Classroom also links to Google Drive (GD) so if you have GD installed on your computer and set up to automatically sync, you can access the Classroom folder for this course directly from your computer’s desktop. Alternatively, you can visit your GD through your web browser and find the Classroom folder for this course in there.

**Google Programs:** We will use Google Docs, Sheets, Forms, and Slides to facilitate active and collaborative learning. You should familiarize themselves with these programs and make sure you know how to use them and attend office hours early on if you are having trouble. There will be resources posted on Google Classroom to help you familiarize yourself with these programs.

**Flipped Classroom**

This course uses active, inquiry-based, and collaborative learning methods in a “flipped” classroom model to enrich student understanding of the material and help students develop professionally and personally (for more information, watch this [video](https://www.youtube.com/watch?v=MdymI61hLPY&list=PLE8C54256779B374D&index=3&feature=plpp_video)). You will watch my lectures as videos posted on Google Classroom. Class will only meet in person once a week to allow time for you to do this. I will begin each class with a brief (5-10 min) review or preview of previous or upcoming course material. During the rest of the in-person class period, you will actively engage in discussions, debates, problem-solving, and other activities that help improve your understanding of learning outcomes, problem-solving and critical thinking skills, confidence, retention of information, group collaboration, and many other important aspects of learning. These activities will also help you do well on learning module quizzes and exams and prepare for post-graduation employment. To participate fully in these activities, you must complete the assigned readings, videos, and assignments on time outside of class. Please bring a laptop to class if you have one – it may make some in-class activities easier.

#### True to the spirit of inquiry-based learning, I may not always give a direct answer to a question but rather encourage students to find the answers on their own. This may seem frustrating and inefficient at times, but finding answers on your own helps you understand concepts at a deeper level and retain information better. I will provide direct answers when necessary, and I will be open about when I am being indirect and why.

**Service-learning** is a “teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community” (<http://umaine.edu/volunteer/service-learning/>). This course integrates community service related to sustainable energy with course content because it helps students better understand their own role in achieving a sustainable energy future and improves learning outcomes. During the first 2 weeks of class, students will choose a “track”: traditional or service-learning. Once chosen, students may not change tracks. Students on the service-learning track will select a service-learning project from a list prepared by external mentors who have specified a need and outlined project goals and activities. More specific project information will be presented during the first week of class.

**COURSE GOAL**

The main goal of this course is to expand student understanding and reasoning skills related to energy choices, issues, and policies in the context of the varied social, economic and environmental implications of energy production, distribution and use.

**INSTRUCTIONAL OBJECTIVES**

1. Distinguish between concepts of power and energy, and convert between power and energy units across a wide range of energy resources, technologies and uses.
2. Define sustainability and sustainable energy.
3. Compare current energy trends and markets in Maine, the U.S., and the world, and identify the factors influencing these trends over time and space.
4. Identify and evaluate potential sustainable energy solutions across a diverse array of sustainability indicators, including but not limited to: production efficiency & cost, annual capacity factor, geographic and temporal availability, air pollution, water pollution, water & land use, social acceptability, human health impacts, and safety.
5. Compare the economic sustainability of different energy options through calculations of levelized cost of energy, net present value, and/or payback period.
6. Explore sustainability tradeoffs associated with different energy options through brief introductions to life cycle assessment (LCA), benefit-cost analysis (BCA), and/or multi-criteria decision analysis (MCDA).
7. Assess and compare the implications of current and potential future energy policies (including carbon prices, emissions targets, efficiency requirements, renewable portfolio standards, and feed-in tariffs) on sustainable energy development.
8. Engage incitizen-oriented solutions to energy-related problems.
9. Evaluate the role of civic engagement and service learning in creating and implementing sustainable energy solutions.

**STUDENT LEARNING OUTCOMES**

*Upon successful completion of this course, students will be able to*:

1. Explain, to an audience of mixed energy knowledge, the most pressing sustainable energy-related problems and associated policies/solutions.
2. Evaluate the quantitative and qualitative technical, economic, environmental, and social costs and benefits of different energy solutions.
3. Formulate sustainable energy solutions that maximize overall benefits.
4. Find, develop, and/or participate in local sustainable energy solutions.

#### We will measure these learning outcomes throughout the semester through learning module quizzes, spreadsheet assignments, and a project.

**GRADING AND COURSE EXPECTATIONS**

#### Components of Final Grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Traditional Track** | | **Service-Learning Track** | |
|  | *Requirement* | *Percentage* | *Requirement* | *Percentage* |
| Learning Module Assignments | 13 | 70% | 7\* | 40% |
| Civic Engagement | 1 action/reflection | 10% | Group service-learning project | 60% |
| Final Project | Video, etc. | 20% |

*\*ECO 505 students who select the Service-Learning Track must complete all 13 learning modules*

#### Students will select their Learning Track via a Google Form posted on Google Classroom during the second week of classes.

#### The final semester grade will be the sum of the weighted total of grading categories listed in the table above and will be assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| A (93 or above) | A- (90-92.9) | B+ (87-89.9) | B (82-86.9) |
| B- (80-81.9) | C+ (77-79.9) | C (72-76.9) | C- (70-71.9) |
| D+ (67-69.9) | D (62-66.9) | D- (60-61.9) | F (59.9 or less) |

These grading components and grade assignment chartapply to both ECO 405 and ECO 505 students; however, the details about what contributes to these grades, as described below, differ somewhat for ECO 505 students. Differences are explained on the last page of this syllabus in the **ADDITIONAL ECO 505 REQUIREMENTS** section.

#### Learning Module Assignments

A series of weekly learning modules will be posted on Google Classroom. Each module will include a collection of “course material”, including video lectures, readings, other videos, interactive websites, etc. and one or more assignments to be completed based on these course materials: a Google Form quiz and/or a spreadsheet (e.g., benefit-cost analysis, multi-criteria decision analysis, etc.). Students who select the Traditional learning track will be required to complete ALL learning module assignments. Students who select the Service-Learning track will need to complete 7 out of 13 learning modules and associated assignments – specific modules will be assigned for certain projects to target learning for project success; these will be identified in the project documentation. Service-learning students must complete all 7 learning modules before Spring Break (even though deadlines for some modules may be posted as later in the semester), to leave more time for project work after Spring Break. **Class meetings will help prepare you for learning module assignments, so it is VERY important to regularly attend class – especially for the spreadsheet assignments!** Learning Module assignments must be submitted by the due dates posted on Google Classroom (or earlier for Service-Learning students for some modules). I understand that unforeseeable life events happen. Therefore, if you miss the deadline, you have until the last day of class to turn in the assignment for 80% of the total possible grade you could have received if you had submitted it on time. Learning module assignments will comprise 70% of the final grade for students on the Traditional track and 40% of the final grade for students on the Service-Learning track.

**Civic Engagement (Traditional-Learning Track ONLY)**

This is a service-learning class. Students who select the “service-learning” track will accomplish the civic engagement requirement naturally through their service-learning project (see below). Students on a “traditional” track are required to just get a small taste of service-learning by selecting a minimum of ONE action to complete during the semester that attempts to advance sustainable energy for an established community. “Advance sustainable energy” and “community” are purposefully vague to allow flexibility for you to choose something near and dear to your heart and that is realistic for you to accomplish within the semester timeframe given your life circumstances at the time. Here are some examples: write a letter to the editor of a local newspaper in support of an energy solution or policy; write a letter to a state or federal representative or senator or local councilperson to advocate for a specific sustainable energy solution; attend a meeting of an established group that works on sustainable energy issues (e.g., Sierra Club, the UMaine Green Team, Transportation for All in Bangor, the Maine Climate Table, etc. – do a Google search and you will find many!) and sign up to help with one thing they need volunteers for; teach one lesson about sustainable energy to a K-12 class; submit a comment on a Federal Energy Regulatory Commission or Maine Public Utilities Commission open docket about a sustainable energy issue. There are many more ways you can meet this requirement. Be creative and do something that is meaningful to you and whichever community you would like to serve. You will be graded based on your responses to a Google Form that asks about your experiences. The Civic Engagement assignment will comprise 10% of the final grade for students on the Traditional track and will not be required for students on the Service-Learning track.

#### Service-Learning Project (Service-Learning Track ONLY)

During the first week of class, I will provide you with a set of project instructions, grading information, and options to choose from. The options will be 1-page project descriptions developed by community partners who have agreed to mentor you on the project they designed. I work with the project mentors prior to the start of the semester to ensure project descriptions are written and include activities and deliverables consistent with the instructional objectives and student learning outcomes specified in this syllabus. In general, the service-learning project will integrate student learning outcomes and service-learning through research-based or hands-on activities and a deliverable or set of deliverables that may include a written report, poster presentation, workshop, new survey design, oral presentation, or some other tangible product, depending on what the project mentor requires and which project the student selects.

You may work individually or collaboratively on the project, depending on the needs of the project mentors and your preferences. You have until the second Tuesday class meeting to decide if you will pursue the traditional or service-project track and your specific project. At that point no changes to your project assignment will be allowed except in very unusual circumstances. Project grades will be based on a combination of project evaluation rubrics filled out by the project mentor, any team members, me, and a series of reflection assignments. I will provide more specific information about project grading during the first week of class. **Class meetings will help prepare you for your project, so it is VERY important to regularly attend class.** The service-learning project will comprise 60% of the final grade for students on the Service-Learning track and will not be required of students on the Traditional Learning track.

#### Final Project (Traditional-Learning Track ONLY)

The final project for students who select the “traditional-learning” track will be a 1-minute video, associated spreadsheet and fact sheet as backup information for the video. Students can work individually or in pairs on this assignment. A complete set of project instructions and a grading rubric will be provided at the start of the semester. **Class meetings will help prepare you for your project, so it is VERY important to regularly attend class.** The Final Project will comprise 20% of the final grade for students on the Traditional Learning track and will not be required of students on the Service-Learning track.

#### Class Meetings

Class Zoom meetings are important for gaining deeper understanding of course material, clarifying concepts, and developing social and working relationships with other students and your professor. Projects also demand a lot of time outside class. To strike a balance between these two priorities, class meetings will be broken into two formats:

1) Every other **Tuesday\*** will be a time for service-learning project groups to check-in briefly (~10 minutes) about their work. Project groups will be assigned bi-weekly (every other week) Tuesday time slots they must attend for a project check-in. Traditional track students will be assigned biweekly Tuesday time slots (on opposite weeks from service project groups) to discuss progress on their final project (and research paper for 505 students – see below). It is very important to be on time for each time slot so each designated group/person will be able to have ample time. I will take attendance at each required Tuesday meeting and take note about level of engagement/participation, which will feed into my assessment of each student’s individual performance in their project.

2) **Thursdays\*** will be a time for ALL students (traditional AND service-learning; ECO 405 AND ECO 505) to review, analyze, apply, and ask questions about that week’s learning module. You will get more out of these Thursday sessions if you have worked through that week’s course material PRIOR to the session.

*\*There may be exceptions to this general schedule.*

##### ADDITIONAL ECO 505 REQUIREMENTS

If you are enrolled in ECO 505, you will receive credit for a graduate level course. Therefore, more will be expected of you in terms of workload and quality of work. The grading *scale* will be the same for graduate students as what is outlined above for undergraduate students. Similar to ECO 405 students, ECO 505 students have the option to select the TRADITIONAL or SERVICE-LEARNING track. However, ECO 505 students must do everything ECO 405 students must do under the respective track, and ALSO:

#### Learning Module Assignments

ECO 505 students who select the SERVICE-LEARNING TRACK must complete ALL learning modules (as opposed to half of the modules that ECO 405 students on the same track have to do). They should prioritize doing the 7 modules assigned to their project FIRST (before spring break) even if this puts them out of sync with posted deadlines for some modules. For example, a project focused on heating may require Learning Module 13, which is set to be due during the last week of classes. ECO 505 students should complete that module BEFORE spring break, even if this means they have to shift the deadline of Learning Module 7, for example, to later. There will not be a penalty for this type of deadline reorganization for service-learning students because the goal is to have you complete what you need to do your project successfully as early as possible. ECO 505 students who select the TRADITIONAL TRACK are already doing all learning modules (and should do them in the order of posted deadlines) and will be required to do an additional paper as part of their final project (see below).

#### Class Meetings

ECO 505 students are expected to take initiative and take on a leadership role during in-class activities – rather than waiting to be told what to do, they should anticipate what needs to be done and initiate solutions where appropriate, ask questions, provide answers, etc.

#### Civic Engagement (Traditional-Learning Track ONLY)

No additional expectations beyond what is listed above for ECO 405.

#### Project (SERVICE-LEARNING TRACK)

ECO 505 students are expected to take on a leadership role in collaborative group work– supporting and educating undergraduate students in research efforts and in-class project work. Higher quality writing, presentation, calculations, and other work will be expected of ECO 505 students as compared to ECO 405 students. ECO 505 students are expected to spend more time on their service-learning project than ECO 405 students and “go the extra mile” – i.e., when there is an opportunity for additional analysis, refinement, integration, polishing, etc., I expect ECO 505 students to take that opportunity, to seek out such opportunities, and volunteer for them within their team. ECO 505 students who select the SERVICE-LEARNING TRACK do NOT have to do an additional research paper – they do additional learning modules instead and have increased responsibility/expectations within their service-learning projects.

#### Final Project (TRADITIONAL TRACK ONLY)

1. Participate in regular biweekly meetings with me to check in about the status of your project.
2. In addition to the items listed above for the ECO 405 final project (video, spreadsheet, fact sheet), write a full-length (7-10 page, single-spaced) research paper that EXPANDS on the ECO 405 work.
   1. The grade on the paper will be worth 70% of the ECO 505 traditional track final project grade. The grade on the combined ECO 405 components (video, fact sheet, spreadsheet) will be worth the other 30% of the ECO 505 traditional track final project grade.
   2. If you choose to work with a partner on the video project, you should work with the same partner on the research paper.
   3. The paper must add more detail and greater depth in examining the issues and solutions you propose in your video.
   4. More independent research is expected for the paper than for the video assignment.
   5. The paper should follow the template provided and include all information identified in the template.
   6. If you work with a partner on the paper, they should be listed as a co-author, you submit only one paper for the two of you and include an additional Acknowledgements section that includes an explanation of who did which parts of the research, analysis and writing.
   7. The paper must include in-text citations and a full bibliography in IEEE format.
   8. Your paper should be directly related to and integrated with your ECO 405 video assignment. Think of it like your video is a summary and call to action directed at your target audience about the key message of the more detailed work included in the paper; the spreadsheet is like the more detailed supporting material you would include in an Appendix of a journal paper; and the Fact Sheet is like the Executive Summary or Policy Brief of a more detailed academic paper that you would send out to people who didn’t have time to read the whole paper (e.g., policymakers).
   9. Further instructions and a grading rubric for the ECO 505 final paper will be available on Google Classroom at the beginning of the semester. The ECO 505 final paper will be due at the end of the final exam period as an online submission to Google Classroom.
   10. In the paper’s Appendix section, include a table that lists the following information about 3 academic journals, which could be appropriate for submitting your paper for publication: journal name, journal website, brief description of target audience of journal (the target audience of the journal does NOT have to be the same as the target audience of your video of the target audience you discuss in your paper, but it might be nice for there to be some connection between the two), journal 5-yr impact factor (you can find this on the journal website).
       * 1. You do NOT actually have to submit your paper for publication, rather this portion of the assignment is included because graduate students should gain experience in selecting academic journals for publication in a variety of topic areas.
         2. If you DO submit the journal for publication, include a screenshot of the submission confirmation email and you can earn extra credit!

**COURSE POLICIES**

**Classroom Culture**

This class tends to be a mix of students from economics, engineering, environmental science, and other academic backgrounds. In addition to this academic diversity, each student has their own cultural and social backgrounds, lived experiences, family traditions, political leanings, and sets of ethics and values. These differences represent valuable opportunities for us to open our minds to new ideas and ways of thinking and respect different perspectives in our class discussions. I encourage students not to shy away from discussions that involve differences in opinion or disagreements but rather practice demonstrating active listening, constructive feedback, and respectful debating. These are not easy skills to master. We will spend time practicing these skills. We will not find sustainable energy solutions by either mindlessly fighting or, on the other extreme, avoiding conflict. We must learn how to listen, learn, respect, and grow.

**Extra Credit**

Several extra credit opportunities are available - more information and specific instructions are located in the “Extra Credit” topic area in Google Classroom.

**Late/Missed Assignments**

I understand that life happens, and I don’t want to waste your time or mine discussing excuses and/or valid reasons for missed assignments. For this reason, if you miss any Learning Module assignment deadlines, you may submit the assignment (quiz or spreadsheet) anytime up to the last day of class for a grade up to 80% of what the grade would have been if you had submitted the quiz on time. Traditional Track students can submit their project up to 3 days late with the same percentage grade adjustment. There is no extension for service project deadlines – project mentors are counting on your meeting these deadlines.

**Communication Policy & Extra Help**

Check Google Classroom regularly for announcements, assignments and other communication from me.

If you have a question or need extra help, please do the following **in order**:

1. Review the course materials on Google Classroom (i.e., syllabus, instructions, announcements, readings, videos, etc.) and see if there are already answers available in these materials.
2. Check the discussion threads surrounding the course materials to see if your question has already been asked and answered.
3. If your question has not been asked yet in Classroom, but it may apply to other students, please post your question to the appropriate course material discussion thread and/or ask your question in class so all students can benefit.
4. Attend Q&A hours to discuss your question with me or the teaching assistant (TA) in person or over Zoom.
5. If you need to schedule a meeting with me outside of regularly scheduled Q&A hours, please send me an email **at least 48 hours ahead of time**. Be aware that depending on my travel and research schedule, I may need more time than this to arrange an individual meeting.

I expect emails from students to the TA and me (and vice versa) to be composed professionally with complete sentences and proper English writing style with no spelling mistakes or cryptic abbreviations (i.e, an email is not a text message), a CLEAR subject line that includes the course designator (e.g., ECO 405 or 505) and a clear, concise question. I reserve the right not to respond to emails that don’t meet these qualifications.

On weekdays, I will try to respond to emails within a 36-hour turnaround time. I do not check my email on weekends or holidays. I teach other courses, do research, and have a personal life, so please be patient and respectful.

**UNIVERSITY POLICIES**

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

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

**Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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

**University Sexual Discrimination Reporting Policy**

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

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

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

For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Spruce Run**: 1-800-863-9909.

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

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

**University of Maine COVID-19 Syllabus Statement**

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus. All students are encouraged to make the Black Bear Cares Pact to protect the health of themselves, the health of others, and the College of Our Hearts Always.

**Black Bears Care Pact:** [**https://umaine.edu/return/black-bears-care/**](https://umaine.edu/return/black-bears-care/)

**Symptom checking:** The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Students are encouraged to use the symptom checking app each day before attending class or moving about campus and follow the recommendation prompted within the app. Students should monitor for the following symptoms daily: fever (temperature >100.4F/38.0C) or chills, new cough, loss of taste or smell, shortness of breath/difficult breathing, sore throat, diarrhea, nausea, or vomiting, or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

**Physical distancing:** Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors including within classrooms. The University classrooms and physical spaces have been arranged to maximize physical distancing. Follow the traffic patterns outlined in each building and outdoor space to avoid crowding. If students are in an academic setting (i.e. clinical or lab class) that requires them to reduce physical distancing, they should follow the instructor’s guidelines.

**Face coverings:** Students must wear appropriate face coverings in the classroom. Face coverings must be worn in indoor and outdoor spaces on campus unless people are alone in a room with a door closed or when they are properly physically distanced and do not expect someone to approach them. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19.

**Eating and drinking in classrooms:** Students may not eat or drink in the classrooms and are encouraged to take their food or drink into areas designated for these purposes where they can maintain 6 feet physical distance from others.

**Hand hygiene:** Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, especially after using the bathroom, before eating or drinking, and before and after going to class or university spaces such as the recreation center, library, or dining halls.

**Contingency plans:** Classes will be held in various formats to offer flexibility, compassion, and empathy during these unprecedented times. Under certain circumstances, students or instructors may need to miss classes or in-person classes may be disrupted. Students are expected to notify their instructor if they are unable to attend an in-person or online class but will not be penalized for missing class due to illness or the need to care for a family member affected by COVID-19. If a disruption occurs, your instructor will provide communication and contingency plans.

**What to do if you have or suspect you have COVID-19:** If you have symptoms of COVID-19 or have been possibly exposed to someone with COVID-19, you should stay home, not interact with others, and contact your health care provider immediately to be tested for COVID-19. You may not attend in-person classes and should suspend interactions with others until you are tested. Prior to receiving test results you should quarantine in your living area according to the Maine CDC guidelines below. Please follow the guidance of your health care professional regarding testing, quarantine, and isolation during the testing process and potential illness period.

**What to do if someone you know has or may have COVID-19:** If someone you know or that you have had close contact with (defined by the ME CDC as 15 mins or more within 6 feet or less) has tested positive for COVID-19, you should stay home and quarantine according to the guidance of the ME CDC, contact your health care provider, and continue to monitor for symptoms. You may be required to quarantine and/or be tested for COVID-19 under these circumstances. You may also have been exposed to COVID-19 by someone you do not know, and it is possible that you could be contacted through contact tracing to determine if you were exposed. Everyone should respond to these confidential questions to ensure the safety of themselves and those around them.

**Maine CDC guidelines:**<https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/general-information.shtml>

**If you have questions or would like additional information related to the University of Maine COVID-19-specific policies or procedures please use the following sources:**

University Webpages: [umaine.edu/return](http://umaine.edu/return) and [together.maine.edu](http://together.maine.edu/)

COVID-19 Information line: 207.581.2681

Emergency Operations Center Email Contact: [umaine.alerts@maine.edu](mailto:umaine.alerts@maine.edu)

**COURSE SCHEDULE**

See next page. Please access the most updated Course Schedule on Google Classroom.



