

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on February 7th, 2023 and is recommending the following courses to the Graduate Board for approval at its February 16th meeting.

New Courses:

LMS 520 Digital Age Methods of Teaching In Library and Media Studies

LMS 560 Assessment in Library and Media Studies

LMS 598 Library and Media Studies: Special Topics

Modifications:

EHD 501 Social Context of Education

SED 511 Planning Inclusive Early Childhood Programs and Environments

SED 552 Working with Families of Students with Disabilities



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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: LMS 520 **Effective Semester:** Fall 2023

Course Title: Digital Age Methods of Teaching in Library and Media Studies

Course Type: New Course

Proposed Catalog Description:

This course will be an introduction to using technology for teaching and learning. Students will explore current theories and conceptual models for technology integration as a mechanism for reflection and goal setting. They will integrate the American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) to consider learner development, diversity, and differences while fostering a positive learning environment. Through this online course using multiple modalities learners will engage with the critical review of various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. They will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment; as well as articulate, communicate, model, and teach digital citizenship.

Course Prerequisites: None

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:

Ribble, Mike. Digital Citizenship in Schools: Second Edition (graphic left displays the nine elements in this framework) ISTE

Other readings are found on the syllabus

Course Instructor: Mia Morrison, Or Paula Boyce

Reason for new course:

Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered in the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 520 is being converted to LMS 520. However, EDT 520 will continue to be offered. LMS 520 is considered a new course

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

Yes, Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

Academic Units Affected (if any):

As far as the Program Coordinator is aware, none are affected.

Course Frequency:

Yearly

The course will be taught by an adjunct or as inload for Mia Morrison

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 12/21/22

College CC Chair: tammy.mills@maine.edu Approved **Date:** 12/22/22

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/24/23

Leader: _____ **Date:** _____

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

College Dean: _____ **Date:** _____

DLL: hcarter@maine.edu Approved **Date:** 02/02/23

Graduate School

Date

(Updated 10/25/2021)

LMS 520 Digital Age Methods of Teaching in Library and Media Studies

Course Information

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3.0 credit hours

Prerequisites : NONE

Course frequency will be yearly

Mode of Instruction

Asynchronous, Online

Time Options

N/A

Digital Services, Hardware, Software

We will use Brightspace as our Learning Management System Web

Video Conferencing Service : Zoom (provided by University for all students)

Other web services useful : Kaltura, Google Ecosystem

Faculty Information

Mia Morrison,
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Instructional Technology, Library and Media Studies
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156 Shibles Hall
University of Maine
Orono, Maine 04469
Office hours by appointment

Paula Boyce,
Adjunct in Instructional Technology, Library and Media Studies
paula.boyce@maine.edu
Office hours by appointment

Instructional Materials and Methods

Potential Readings (many resources will be provided on Brightspace)

- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. Eugene, OR: International Society for Technology in Education.
- Hattie, J., & Yates, G. (2013). *Visible learning and the science of how we learn* (1 edition). New York, NY: Routledge.
- TEAL Fact Sheet 11: Adult Learning Theories
- Pahomov, L., & Siegel, D. (2014). Constructing inquiry. In *Authentic learning in the digital age: engaging students through inquiry* (pp. 17–40). Alexandria, VA: Association for Supervision & Curriculum Development.
- Ribble, Mike. Digital Citizenship in Schools: Second Edition (graphic left displays the nine elements in this framework) ISTE
- Richardson, Will (2008) Footprints in a digital age Educational Leadership 66 (3) ASCD
- Rubin, R. E. (2017). *Foundations of library and information science*. American Library Association.

Course Goals:

Through this online course using multiple modalities learners will engage with the critical review of various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. They will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment; as well as articulate, communicate, model, and teach digital citizenship.

Instructional Objectives:

- Read and synthesize literature and research on educational technology to support personal experiences, deepen conceptual knowledge, and explore utilization within the context of library and media studies
- Engage with peers and professional learning network through a variety of modalities to lead and contribute to discussions on educational technology to support deeper reasoning and use in the context of libraries, innovation centers, maker spaces, and other learning environments
- Through various modalities engage in reflective practice and goal setting
- Explore and investigate concepts of educational psychology, cognitive principles, and conceptual models for technology integration (i.e. TPACK, SAMR) and learning theory within the context of library and media environments and standards (AASL/NSLS)
- Develop a deep understanding and ability to leverage digital tools, resources, and emerging technologies to design and adapt learning assessment within the context of library and media environments

Student Learning Outcomes

- Articulate a personal philosophy of educational practice that demonstrates awareness of educational psychology, cognitive principles, conceptual models for technology integration within context of library and media environments (i.e. TPACK, SAMR, AASL/NSLS) and learning theory.
- Develop both physical and virtual learner-centered environments that are engaging and equitable, encourage positive social interaction and the curation and creation of knowledge.
- Demonstrate fluency with new educational tools and articulate the affordances and constraints of such tools to support educational practice in any learning environment
- Engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards
- Plan for educational experience (of K-12 students or adults learners) that demonstrates the ability to use educational technology, sound educational philosophy, and plan for local context, and promote cultural competence and respect for inclusiveness

Grading and Course Expectations

<ul style="list-style-type: none">• Weekly Assignments (40%)• Engagement (10%)• Learner Inquiry Project (15%)• Personal Inquiry Project (15%)• Final Project (20%)	<ul style="list-style-type: none">• A = 94-100• A- = 90-93.9• B+ = 87-89.9• B = 83-86.9• B- = 80-82.9• C+ = 77-79.9• C = 73-76.9• C- = 70-72.9• D+ = 67-69.9• D = 63-66.9• D- = 60-62.9• F = 0-59.9
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Course Schedule:

Module	Overview of Topics
1	Intro & 4Cs, Inclusive Environment
2	SAMR & TPACK, AASL/NSLS
3	Medium
4	Learning and Growth, Engagement
5	Community Development, Involvement
6	Connection and Collaboration
7	Creative and Multimodal Expression
8	Learner Inquiry
9	Communication
10	Motivation
11	Professional Inquiry
12	Development of PLN
13	Capstone
14	Capstone
15	Capstone & Reflection

Course Policies

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

Campus Policies

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given

failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement

[This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause):

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

Observance of Religious Holidays/Events:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result 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 faculty or staff member who is deemed a “responsible employee” about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

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

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

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

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040** or **911**.

[Visit the Title IX Student Services website at \[umaine.edu/titleix/\]\(http://umaine.edu/titleix/\) for more information.](http://umaine.edu/titleix/)



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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: LMS 560 **Effective Semester:** Fall 2023

Course Title: Assessment in Library and Media Studies

Course Type: New Course

Proposed Catalog Description:

In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program.. They will then consider the implications of integrating technology and digital assessment tools in the pK12 learning environment, both positive and negative, to support knowledge acquisition, skill building and creativity. Students will look through a variety of lenses for students' understanding and assessment including ISTE, SAMR, and American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) among others.

Course Prerequisites: EDT 520 or LMS 520

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:

This course is not using traditional textbooks. The instructional materials (i.e. journal articles, book chapters) are listed in the syllabus.

Course Instructor: Mia Morrison, or Paula Boyce,

Reason for new course:

Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered into the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 560 is being converted to LMS 560. However, EDT 560 will continue to be offered. LMS 560 is considered a new course.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

Academic Units Affected (if any):

As far as the Program Coordinator is aware, none are affected.

Course Frequency:

The course will be offered yearly

Can this course be repeated for credit? ^{No} _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? ^{No} _____

Mode of Instruction: ^{Online (Asynchronous)} _____

Endorsements

Leader: ^{shihfen.tu@maine.edu} _____ ^{Approved} _____ **Date:** ^{12/21/22} _____

College CC Chair: ^{tammy.mills@maine.edu} _____ ^{Approved} _____ **Date:** ^{01/13/23} _____

College Dean: ^{arthur.artesani@maine.edu} _____ ^{Approved} _____ **Date:** ^{01/14/23} _____

Leader: _____ **Date:** _____

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

College Dean: _____ **Date:** _____

DLL: ^{hcarter@maine.edu} _____ ^{Approved} _____ **Date:** ^{01/16/23} _____

Graduate School

Date

(Updated 10/25/2021)

LMS 560 Assessment in Library and Media Studies

Course Information

In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program.. They will then consider the implications of integrating technology and digital assessment tools in the pK12 learning environment, both positive and negative, to support knowledge acquisition, skill building and creativity. Students will look through a variety of lenses for students' understanding and assessment including ISTE, SAMR, and American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) among others.

3.0 credit hours

Prerequisites : EDT 520 or LMS 520

Course frequency will be yearly

Mode of Instruction

Asynchronous, Online

Time Options

N/A

Digital Services, Hardware, Software

We will use Brightspace as our Learning Management System Web

Video Conferencing Service : Zoom (provided by University for all students)

Other web services useful : Kaltura, Google Ecosystem

Faculty Information

Mia Morrison,

Lecturer, Advisor

Instructional Technology, Library and Media Studies

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Office hours by appointment

Paula Boyce,

Adjunct in Instructional Technology, Library and Media Studies

paula.boyce@maine.edu

Office hours by appointment

Instructional Materials and Methods

Most resources and materials will be placed on Brightspace (Learning Management System). Additional resources and potential activities have been listed below.

Instructional Materials:

- MacKenzie, T. (2016). *Dive Into Inquiry: Amplify Learning and Empower Student Voice*. United States: EdTechTeam Press. *Selected Readings*
- Marshall, B., Reitsma, R., & Zarske, M. (2009, June). Dimensional standard alignment in K-12 digital libraries: assessment of self-found vs. recommended curriculum. In *Proceedings of the 9th ACM/IEEE-CS joint conference on Digital libraries* (pp. 11-14).
- Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible*. Jossey Bass Wiley. *Selected Readings*
- Savage, D., Piotrowski, P., & Massengale, L. (2017). Academic librarians engage with assessment methods and tools. *portal: Libraries and the Academy*, 17(2), 403-417.
- Spencer J. & Juliani A. J. (2016). *Launch: using design thinking to boost creativity and bring out the maker in every student*. Dave Burgess Consulting. *Selected Readings*
- Wagner, T., & Dintersmith, T. (2015). *Most likely to succeed: preparing our kids for the innovation era*. First Scribner hardcover edition. New York, NY, Scribner. *Selected Readings*

Activities and Assignments:

- Share assessments used - purpose, goals, success, problems
 - Place assessment / activities on SAMR ladder and incorporates the AASL/NSLS
- Discuss creation as assessment - where does creativity, flexibility, curiosity fit in?
- Create learning experience using specific tools and strategies to explore creativity and expression
 - Includes assessment rubric that links to the AASL/NSLS
 - Includes choice - specific to age, content, interest
- Discuss data collection and interpretation

- Create activity that will allow
 - exploration of data collection and interpretation
 - different methods of evaluation, feedback
- Reflection throughout

Course Goals:

In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program.. They will then consider the implications of integrating technology and digital assessment tools in the pK12 learning environment, both positive and negative, to support knowledge acquisition, skill building and creativity.

Instructional Objectives:

Students will

- Engage in peer discussion and reach out to professional learning networks to explore assessment strategies and resources
- Explore and articulate the effects of technology with digital teaching and learning strategies on assessment at numerous levels (school, state, national)
- Evaluate current understanding of assessment and investigate new methods to gauge student understanding
- Reflect upon the definition of success, coupled with effective methods of data analysis and examination of career readiness
- Articulate personal philosophy around learning objectives, educational pathways, and achievement that establishes awareness and personalization of edtech integration and standards (SAMR, Bloom's, ISTE, AASL/NSLS)
- Demonstrate deep understanding and ability to leverage digital tools, resources, and emerging technologies to design and adapt learning experiences within the context of library and media environments.
- Demonstrate understanding of collaboration with learning communities to strategically plan, deliver, and assess instructions
- Design culturally responsive learning experiences using a variety of instructional strategies and assessments in collaboration that can be used with instructional partners
- Plan for educational experiences that engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment as well as model cultural competence and respect for inclusiveness
- Read and synthesize literature and research on library management and educational technology to support personal experiences and deepen conceptual knowledge and design to implement instruction that integrates the National School Library Standards
- Create both physical and virtual learner-centered environments that are engaging and equitable, encourage positive social interaction and the curation and creation of knowledge.

Student Learning Outcomes

By the completion of this course, participants will

- have a solid foundation for continuing their work on the graduation e-portfolio, in the areas of collaborating on projects with classroom teachers in artifact selection, engaging learners in the critical-thinking and inquiry process, standards-related reflections, and a user-friendly navigation system.
- document their knowledge in cultivating the educational and personal development of all members in a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- demonstrate multiple and varied formative and summative assessments which are aligned with ISTE, AASL/NSLS standards.

Grading and Course Expectations

Weekly Homework 40%

You should apply the concepts and skills that we are working on each week. These assignments are evaluated as satisfactory (B), unsatisfactory (C), or outstanding (A).

- Evidence of completing assigned reading(s).
- A clear main topic that goes beyond the obvious. (i.e. shows thought)
- Relevance to teaching and / or learning
- Writer relates personal opinions and/ or experiences to assignment.

Participation 10%

Graduate students learn as much or more from their peers as from any other source because they usually bring a great deal of professional and life experience to class. Sharing these experiences provides valuable learning experiences for all.

Capstone 30%

To be shaped and developed based on personalization of the learning.

Risk-Taking/Creativity 10%

This course is about assessment and we will explore the concept of creativity - how does one assess this? You will be assessed on your "efforts" at moving outside your comfort zone and being creative. More discussion on this during class!

Reflection 10%

Self-Evaluation: Reflect on your learning this semester and "suggest" a grade for yourself.

94 - 100	A	77 - 79	C+
90 - 93	A-	73 - 76	C
87 - 89	B+	70 - 72	C-
83 - 86	B		
80 - 82	B-	< 70	F

Course Schedule:

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- A note on extra-credit: I hope all the assignments in this class give you a chance to take your learning to the next step, so I do not provide options for extra credit. If you'd like to propose an alternative assignment to achieve course outcomes, I am open to a discussion. As always, communication is a key element to best outcomes.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

Course Policies

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
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Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a

“responsible employee” about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

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[Visit the Title IX Student Services website at \[umaine.edu/titleix/\]\(http://umaine.edu/titleix/\) for more information.](http://umaine.edu/titleix/)



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New Graduate Course Proposal

Academic Unit: Learning & Teaching
Course Designator & Number: LMS 598
Effective Semester: Fall 2023
Course Title: Library and Media Studies: Special Topics
Course Type: New Course

Proposed Catalog Description:

Concentrated study of designated topics in Library and Media Studies. Topics may vary depending on faculty and student interest.

Course Prerequisites: None
Credit Hours: 1-3
Component: Lecture
Cross-Listed Course:

Text(s) Planned for Use:

This is a special topics course and texts are unknown

Course Instructor: Iris Eichenlaub or Paula Boyce

Reason for new course:

Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered into the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 598 is being converted to LMS 598. However, EDT 598 will continue to be offered. LMS 598 is considered a new course

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

Academic Units Affected (if any):

As far as the Program Coordinator is aware, none are affected.

Course Frequency:

Varies

This course will be taught by adjuncts in the Instructional Technology program

Can this course be repeated for credit? Yes

Total number of credits allowed: 9

Total number of completions allowed: 3

Can students enroll multiple times in a term? No

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: shihfen.tu@maine.edu Approved 12/21/22

College CC Chair: tammy.mills@maine.edu Approved 12/22/22

College Dean: arthur.artesani@maine.edu Approved 01/24/23

College Dean: _____ **Date:** _____

Leader: _____ **Date:** _____

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

College Dean: _____ **Date:** _____

DLL: hcarter@maine.edu Approved 01/26/23

Graduate School

Date

(Updated 10/25/2021)

LMS 598: Library and Media Studies: Special Topics

Course Information

Concentrated study of designated topics in Library and Media Studies. Topics may vary depending on faculty and student interest. May be repeated for credit.

Number of Credits: 1-3

No Prerequisites

Course frequency will vary

Course Delivery Method

Mode of Instruction

Online

Time Options

Asynchronous

Digital Services, Hardware, Software

The course will use:

Brightspace Learning Management System (i.e. Brightspace)

The course might use:

- Web or Video Conferencing Service (i.e. Google Hangout, Zoom)
- Video Recording/Sharing Service (i.e. Kaltura)
- Collaboration and Communication Services (i.e. Google Drive and Docs)
- Library and eReserve Service Required Hardware and Software

Faculty Information

Iris Eichenlaub

Adjunct in Instructional Technology, Library and Media Studies

iris.eichenlaub@maine.edu
Office hours by appointment

Paula Boyce
Adjunct in Instructional Technology, Library and Media Studies
paula.boyce@maine.edu
Office hours by appointment

Instructional Materials and Methods

Will be determined by course topic

Course Goals:

Instructional Objectives:

The course objectives will link to the American Association of School Librarian Standards (AASL), be measurable, and have strong connections to assignments. The Instructional objectives will be approved by the Program Coordinator before the course is taught

Student Learning Outcomes

SLOs will vary depending on course, and be linked to course objectives and expectations set by the AASL. The SLOs will be approved by the Program Coordinator before the course is taught. In addition, the following rubric will be completed by the course instructor and approved by the Program Coordinator:

How does the course explore the central questions?

Question	Depth of Engagement 0=not at all 1= introduction 2=moderate 3==extensive
Learning Environments: How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	NA
Teaching and Learning: How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?	NA

Digital Citizenship: How can library and media specialists promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	NA
Professional Practice: How can library and media specialists develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	NA
Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?	NA

Grading and Course Expectations

Vary depending on course - to be approved by the Program Coordinator before the course is taught

All courses will use the following:

94 - 100	A	77 - 79	C+
90 - 93	A-	73 - 76	C
87 - 89	B+	70 - 72	C-
83 - 86	B		
80 - 82	B-	< 70	F

Course Schedule:

Courses in the Instructional Technology programs follow academic year calendars and the summer session schedules used by the University of Maine

Course Policies

Courses are taught using modules that break down the larger course topic into smaller units. The course schedule will be approved by the Program Coordinator before the course is taught.

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

Campus Policies

Academic Honesty Statement:

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

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement

[This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause):

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

Observance of Religious Holidays/Events:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor,

department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result 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 faculty or staff member who is deemed a "responsible employee" about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

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

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

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

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040** or **911**.

[Visit the Title IX Student Services website at \[umaine.edu/titleix/\]\(http://umaine.edu/titleix/\) for more information.](http://umaine.edu/titleix/)



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Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: EHD 501 Effective Semester: Summer 2023

Course Title: Social Context of Education

Course Modification Type: Description Change, Title Change

Other Modification: _____

Current Catalog Description:

EHD 501: Social Contexts of Education

Provides a theoretical framework for analyzing the influences of schools, families, communities, government policies, society and culture on student learning and classroom interactions, along with exploration of specific illustrative examples of importance to beginning teachers.

Prerequisites & Notes

Admission to the Master of Arts in Teaching Program.

Credits: 3

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: Sociocultural Contexts of Education: History, Diversity, and Critical Multiculturalism

New Course Prerequisites:

Current course prerequisites: _____

Cross-Listed Course: _____

Course Instructor: Rebecca Buchanan, Assistant Professor of Curriculum, Assessment, and Instruction, 2/2

New Catalog Description:

This course provides a theoretical framework for analyzing the history and organization of schooling in the United States. It explores the influences of schools, families, communities, government policies, society, and culture on student learning and classroom interactions. Moreover, the course examines educational issues related to diversity, equity, and inclusion so that teachers are well-prepared to support all students, especially those from culturally and linguistically non-dominant backgrounds.

Reason for course modification:

The state department of education has changed their requirements for teacher licensure. This course title and description needed modification in order to align with the new requirement that all teachers "Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods)"

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:

Course Frequency:
This course is offered annually in the summer.

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 02/02/23

College CC Chair: tammy.mills@maine.edu Approved Date: 02/02/23

College Dean: arthur.artesani@maine.edu Approved Date: 02/02/23

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: _____ Date: _____



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Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: SED 511 Effective Semester: Fall 2023

Course Title: Planning Inclusive Early Childhood Programs and Environments

Course Modification Type: Title Change

Other Modification: _____

Current Catalog Description:

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: Specially Designed Instruction Within Inclusive Early Childhood Classrooms

New Course Prerequisites:

Current course prerequisites: _____

Cross-Listed Course: _____

Course Instructor: Kelly Irving, adjunct instructor

New Catalog Description:

Reason for course modification:

Course title update required to align to the Maine DOE teaching endorsement criteria that were updated in Summer 2022.

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:

Course Frequency:
Every Fall semester

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 01/13/23

College CC Chair: tammy.mills@maine.edu Approved Date: 01/13/23

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/23

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: _____ Date: _____

Graduate School

Date



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Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: SED 552 Effective Semester: Fall 2023

Course Title: Working with families of students with disabilities

Course Modification Type: Description Change, Title Change

Other Modification: _____

Current Catalog Description:
Models for consulting with families of children with disabilities.

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: Partnerships With Diverse Families: Culturally Responsive Teaching and Interactions

New Course Prerequisites:

Current course prerequisites: _____

Cross-Listed Course: _____

Course Instructor: Mary Ellin Logue

New Catalog Description:

This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. Students will engage families in opportunities that build on their existing strengths, reflect current goals and foster family competence and confidence to support their children's development and learning

Reason for course modification:

To align with Maine Department of Education teaching endorsement criteria that was updated in Summer 2022.

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:

Course Frequency:
Varies

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 12/21/22

College CC Chair: tammy.mills@maine.edu Approved Date: 12/21/22

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/23

Leader: _____ Date: _____

College CC Chair: _____ Date: _____

College Dean: _____ Date: _____

DLL: _____ Date: _____