CURRICULUM COMMITTEE REPORT

The Curriculum Committee recommends the following courses to the Graduate Board for approval at its January 16th meeting.

New Courses:

PSY 507 Multicultural Issues in Clinical Psychology

Modifications:

CIE 534 Environmental Microbiology

ERS 592 Climate Analysis

The Curriculum Committee recommends the following courses to the Graduate Board for approval at its and February 6th meeting.

New Courses:

EDT 528 Designing Technology Systems to Optimize Learning

EDT 531 Studio in Computing for Learning

Modifications:

HTY 519 Modern Britain and Empire

February 5, 2018

To: Curriculum Committee:
Scott Delcourt
Qian Xue
Stuart Marrs
Jim Artesani
Grant Miles
Josh Kelley
Deborah Rollins
Lisa Stilley

Fr: Jessica Ouellette, Administrative Support Specialist

Re: **Curriculum Committee, February 6, 2018 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, February 6th at 1:30 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:30-1:45 **EDT 528**

   Johanna Prince

2. 1:45-2:00 **EDT 531**

   Johanna Prince

3. 2:00-2:10 **HTY 519**

   No presentation

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **COEHD Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER **528** EFFECTIVE SEMESTER **Fall 2018**

COURSE TITLE **Designing Technology Systems to Optimize Learning**

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Johanna Prince
Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2017.11.26 20:17:42 -05'00'

College(s) Curriculum Committee Chair(s) [If applicable]

Sherrie Weeks 11 January, 2018

College Dean(s) 11/16/18

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EDT 528 Designing Technology Systems to Optimize Learning
In order to create and support sustainable, effective, and integrated technology systems, leaders must be well versed in technical systems design, planning and evaluation processes. This course is designed for students who seek to be leaders in approaching these technical concepts through a vision of aligning solutions and systems that are consistent with a learner-centered perspective on educational practices. Students will learn strategies to engage stakeholders, develop budgets, and plan for evaluation of technology investments.
Pre-Req: EDT 520 or permission of instructor
3 credits

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

☐ Applied Music ☐ Clinical ☐ Field Experience/Internship ☐ Research ☐ Studio
☐ Laboratory ☐ Lecture/Seminar ☐ Recitation ☐ Independent Study ☐ Thesis

Text(s) planned for use:

Basye, D. E., Grant, P., Hausman, S., & Johnston, T. (2015). Get active: reimagining learning spaces for student success. Eugene, OR: International Society for Technology in Education.
Performing total cost of ownership analysis. (2014). In Qatar Financial Center, & Qatar Financial Center (Eds.), QFinance: the ultimate resource (5th ed.). London, UK: A&C Black.

Course Instructor (include name, position, teaching load):

Andrew Wallace, approved through ROQ adjunct, 1-2 courses per year

Reason for new course:

The EDT program has been redesigned, and this course was offered as an EDT 598 course in Fall 2016, and we feel it meets the needs of students seeking to take leadership roles in IT systems in educational settings.

Does the course addition 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?

◉ No. The department will not request additional resources for this course.

○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This course has been developed through the collaborative Masters in Instructional Technology, COEHD, CITL and DLL at UM have all been involved. UMF and USM have also consulted on the curriculum.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Right now we anticipate every other year, but will monitor for need.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

Course Proposal Routing Slip

Date: _____

From: **Johanan Prince**
College of Education &
Human Development

Item: **Course Proposals**
EDT 528 Designing Technology Systems to Optimize Learning
EDT 531 Studio in Computing for Learning

Please forward to the next person or department on the list below.

****

1. ✓ Mary Ellin Logue, School Director
2. _____ COEHD Curriculum Committee
3. _____ Tim Reagan, Dean of COEHD
~~Graduate Curriculum Committee~~
4. _____ Graduate Board

Course: EDT 528
Course Title: Designing Technology Systems to Optimize Learning

Approved Catalog Description: In order to create and support sustainable, effective, and integrated technology systems, leaders must be well versed in technical systems design, planning and evaluation processes. This course is designed for students who seek to be leaders in approaching these technical concepts through a vision of aligning solutions and systems that are consistent with a learner-centered perspective on educational practices. Students will learn strategies to engage stakeholders, develop budgets, and plan for evaluation of technology investments.

Prerequisites: EDT 520, or permission of instructor
Date Approved for 680 Endorsement: 3/7/16 by email from Janet Gallagher to Johanna Prince

Program Vision
The University of Maine Master's program in Instructional Technology is offered fully online and is designed to help students become leaders in effective and innovative uses of current and emerging technology. The required coursework, research, and clinical experiences are designed for educators working in a variety of contexts. Students will engage in inquiry-based curriculum and build capacity to continually assess their local context; implement technology to enhance teaching, learning and assessment; build professional learning networks to support ongoing professional development; and develop expertise in current and emerging instructional technologies. Essential to this program is a commitment to local community, advocacy for accessibility, and social justice, especially in the context of the potential for new technology to influence local educational settings.

Course Objectives:
By understanding and employing an articulated design process, successful students of this course will be able to act as leaders in instructional and operational technology. As members of a broader group of stakeholders, students will be able to positively contribute to the overall successful operations of a school with an aim to improve learner outcomes.

Students will:

- Explore effective strategies for leadership of innovative technologies and interdependence with organizational mission
- Engage with a variety of users in their organization to understand educational technology needs and impacts
- Predict the VOI, ROI and TCO of technology initiatives and projects using tools such as Rapid Cycle Evaluation and Value of Investment (VOI) tools.
- Demonstrate understanding of educational technology and operational budgeting.
- Understand network designs, technical concepts, and emerging technologies in order to support secure, efficient and sustainable operational and educational technology.

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 educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	3
Teaching and Learning: How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	2
Digital Citizenship: How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	1
Professional Practice: How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	1
Leadership: How can educators align vision, implementation, and practice to foster learning enhanced by technology?	3

Computational Thinking

		Depth of Engagement 0=not at all 1= introduction 2=moderate 3==extensive
Collecting and Creating Data	Textual and Numerical	**1**
	Images and Graphics	**1**
	Video	**2**
	Audio	**2**
Analysis and Presentation	Written narrative	**3**
	Web site	**2**
	Graphs and Charts	**1**
	Graphics	**2**
	Video	**2**
	Audio	**1**
	Database	**0**
Collaboration	Content Collaboration	**2**
	Discussion Collaboration	**2**

Potential Other Topics

Collecting and Creating Data	Geo-Spatial	**0**
Analysis and Presentation	Geographic Information Systems	**0**
	Statistics	**1**
	Textual analysis Stats Plugin	**0**

Potential Course Outline

Module	Example Topics
1	**Active Learning Spaces, Introductions and Course Expectations**
2	**Pedagogies and Instructional Methods** Students will understand common pedagogies and instructional methods and how they enhance or inhibit modern instructional technology tools and practices. Students will explore models other than SAMR/TPAK, such as Triple E Framework, Blooms for Technology model, TECH.
3 & 4	**Design Thinking Practices AND Instructional Methods/Strategies for Active Learning Spaces** Students will learn the importance of design thinking methods to determine the need for all users in learning spaces. Students will understand the interdependencies between instructional methods and learning spaces.
5	**Budgeting, Total Cost of Ownership, Project Management** Students will demonstrate understanding of technology and operations budgeting, especially the concept of Total Cost of Ownership (TCO). Students will be able to practice basic project management methods. Students will be aware of federal funds that support educational technology (FCC's E-Rate Program).
6	**Universal Design, Accessibility, and Classroom Audio Systems** Students will be aware of existing laws and will value equitable access for all students and teachers to physical and virtual spaces and experiences. Students will be aware of resources available to Maine schools to support adaptive/assistive technology. Students will understand how classroom audio systems improve learner outcomes.
7 & 8	**The Internet of Things (IofT), The Horizon Report & The Group Project** Students will be aware of current and future technology beyond traditional networking elements, especially the Internet of Things. Students will understand network designs necessary to support secure, efficient and sustainable operational and educational technology. Students will also begin a group project in which they will repurpose a traditional object into a learning tool. The group project will be ongoing, and groups will report out in module 10
9	**Working with Architects and Contractors** Students will learn how to read basic architectural drawings, blueprints and technical schematics/drawings/diagrams. Students will understand the

	"Change Order" process, GANTT charting and the "Value Engineering Process." Students will be familiar with Maine school construction processes.
10	**Data Interoperability & Systems Design, Student Data Privacy, and a Site Visit** Students will create and enact a plan that captures all phases of a site visit. Students will understand the importance of portability, storage, retrieval and distribution of data. Students will learn how systems compatibility can remove barriers to use of operational and instructional technology. Students will be familiar with different data interoperability frameworks. Students will understand the legal and ethical implications surrounding the use of student data.
12	**Focused Evaluation of Products, Services and Solutions: Piloting, Prototyping and Data Collection AND Deep Dive check-in** Students will learn the importance of data driven product and systems evaluation, and will "develop, test and refine prototypes as part of a cyclical design process." (ISTE Standard-Student 2016
13	**Networking & Wifi Concepts and Solutions** Students will understand important current, historical and emerging technical concepts that are essential for supporting the operation of effective learning environments and secure and functional network systems. Students will be aware of existing legal requirements for network operations.
14 & 15	**Deep Dives: Presentations, Feedback and Reflections**

Potential Course Readings and Other Materials:

Module 1

- Basye, D. E., Grant, P., Hausman, S., & Johnston, T. (2015). Get active: reimagining learning spaces for student success. Eugene, OR: International Society for Technology in Education.

Module 2

- http://www.communityplaythings.com/resources/articles/2009/how-the-environment-inspires-curriculum
- How the Environment Inspires Curriculum. http://www.communityplaythings.com/resources/articles/2009/how-the-environment-inspires-curriculum
- Triple E Framework http://www.tripleeframework.com/enhancement.html
- TECH model http://www.litandtech.com
- Kathy Schrock's Guide to Everything http://www.schrockguide.net/samr.html

Modules 3 & 4

- Stanford University D-School Website: http://dschool.stanford.edu/wp-content/uploads/2013/10/METHODCARDS-v3-slim.pdf
- Selek, Bill (2015) Hillbrook School Our Story (ebook)
- The Third Teacher Plus: http://thethirdteacherplus.com/resources

Module 5

- Explore the following websites:
- http://www.projectengineer.net/parts-of-a-project-management-plan/
- http://www.projectengineer.net/professional-project-scheduling/
- Watch the E-Rate 101 funding webinar: http://usac.org/sl/about/outreach/online-learning.aspx#webinars
- SmartIT: Total Cost of Ownership Assessment | CoSN. (1970, January 01). Retrieved 2017, from http://www.cosn.org/tco
- Performing total cost of ownership analysis. (2014). In Qatar Financial Center, & Qatar Financial Center (Eds.), *QFinance: the ultimate resource* (5th ed.). London, UK: A&C Black.
- Dinsmore, P. C., & Cabanis-Brewin, J. (2014). The AMA Handbook of Project Management (4). Saranac Lake, US: AMACOM. Retrieved from http://www.ebrary.com.prxy4.ursus.maine.edu

Module 6

- Equal Access: Universal Design of Physical Spaces. (n.d.). Retrieved 2017, from http://www.washington.edu/doit/equal-access-universal-design-physical-spaces
- Maine CITE https://mainecite.org/publications/
- Cooper, A. B. School Web Accessibility Starts with ADA and 508 compliance. Retrieved 2017, from https://www.campussuite.com/school-web-accessibility-starts-with-ada-and-508-compliance/
- The Centre for Excellence in Universal Design. The 7 Principles. (n.d.). Retrieved 2017, from http://universaldesign.ie/What-is-Universal-Design/The-7-Principles

Module 7 & 8

- NMC Horizon. (2016, April 14). Retrieved 2017, from http://www.nmc.org/nmc-horizon/
- United States., United States., & United States. (2017). *Fostering the advancement of the Internet of Things.*
- The Internet of Things (IoT) Is a Key Enabling Technology for Digital Businesses. (n.d.). Retrieved 2017, from http://www.gartner.com/technology/research/internet-of-things/
- Selinger, M., Sepulveda A, Buchan J.
- Education and the Internet of Everything: How Ubiquitous Connectedness Can Help
- Transform Pedagogy. Retrieved 2017, from http://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/education_internet.pdf

Module 10

- Whitepapers and information websites of SIF, Ed-Fi Alliance, CEDS, National Center for Educational Statistics, IMS Global, Data Quality Campaign, Privacy Technical Assistance Center

- Laster, S. (2016, July 10). The Future of Education Isn't Free. It's Open. (EdSurge News). Retrieved 2017, from https://www.edsurge.com/news/2016-01-28-the-future-of-education-isn-t-free-it-s-open
- Open Education. (n.d.). Retrieved 2017, from https://tech.ed.gov/open/
- Design Thinking Interview Techniques and Rationale
- https://www.slideshare.net/waynepau/meic-map-userinterviews
-
- https://designthinkingformuseums.files.wordpress.com/2013/03/sfmoma-interview-tips-and-questions.pdf (use only page 1)

Module 12

- US Department of Education, Office of Educational Technology: Rapid Cycle Evaluation tool https://tech.ed.gov/rce/
- IT Terminology. (n.d.). Retrieved 2017, from http://www.consp.com/it-information-technology-terminology-dictionary

Module 13

- Various current blogs, whitepapers and industry websites
- Trade publications
- Wallace, A. (2013). cipa: 10 years later. *Tech & Learning, 34*(4), 38.
- Wallace, A. (2014, November 17). If You Build it... How do you Enrich Learning in a Mobile-Centric School? (School CIO Magazine) Retrieved 2017, from http://www.nxtbook.com/nxtbooks/newbay/sch_cio/index.php?startid=7

Potential Activities and Assignments:

- Students will work in a group setting to solve problems, prepare and refine documents and present information in various formats (e.g. spreadsheets, 2/3D models, surveys, writing, graphs)
- Students will meet with their group synchronously, online periodically
- Students will maintain a portfolio of learning
- Students will post responses to weekly readings or topics on the Blackboard forum using various media
- Students will respond to the posting of at least one other classmate
- Students will model Digital Citizenship in all interactions with peers
- Students will attend synchronous Google Hangouts with guest speakers, or watch recorded videos and contribute to question/answer forum
- Students will visit a neighboring school district that has completed a renovation/construction project
- Students will complete a final project which includes all elements of designing and implementing a simulated instructional space design project
- Students will write a more detailed paper on a topic of interest or prescribed by the instructor

Additional Activities and Assignments:

- Watch course video
- Participate in discussion activity related to text
- Complete personal/professional introduction activity (audio, video or written)

- Explore D-School Method Cards and elaborate (audio, video or written) on three you would use and two you would not
- Reflections (audio, video or written) on Idea Lab (iLab)
- Students will create an account on a 2D/3D modeling software program and begin independent learning of the tool.
- Using the CoSN (the Consortium for School Networking) TCO tool, determine the true cost of a hypothetical or real technology project
- Guest speakers and reflections
- Jigsaw activity on various state and federal laws
- Meet as sub groups for group project
- Prepare a 2-D 3-D model, or schematic with appropriate symbols and diagrams
- Jigsaw of current journals/article on Interoperability accessed via Fogler Library portal/databases.
- Explore web resources and digital platforms in the area of student data privacy and data use.
- Create an "annotated data privacy bibliography" of a resource used in their schools
- Arrange site visit and document all communication with site
- Observation summary of visit (video, audio or written)
- Explore the USDOE Rapid Cycle Evaluation tool (https://tech.ed.gov/rce/)
    - Run a hypothetical idea through the steps
    - Summarize your experience and share in class portal
- Jigsaw sharing of resources from independent research on the following topics (Green/LEED building design, Security Systems, Access Controls, Wireless and Wired infrastructure, VOIP telephony, Unified Communications, Segmentation, Firewalling, Filtering)

University of Maine Policies

1) 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.

2) Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Director of Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term.

Some faculty also find it helpful to include a statement about classroom civility.

Depending upon your course content, you may also wish to include a statement about inclusive or non-sexist language. The University of Maine's non-sexist language policy may be viewed at: http://www.umaine.edu/WIC/both/language.htm.

3) 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.

4) Sexual Violence Policy
Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a 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/

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **COEHD Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER **531** EFFECTIVE SEMESTER **Fall 2018**

COURSE TITLE **Studio in Computing for Learning**

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Johanna Prince
Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2017.11.26 20:17:42 -05'00'

College(s) Curriculum Committee Chair(s) [if applicable]

Sherrie Wiebe 11 January, 2018

College Dean(s)

1/16/18

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Course Title: Studio for Computing in Learning
Maker spaces have proliferated in our schools, libraries, and elsewhere in our communities. Similarly, toys and kits for children now include programming, circuits, single-board computers, sensor kits, robotics, drones, and more. This course serves as an introduction to computational thinking and computer science as both a delivery mechanism and a 21st century skill within the context of educational practice. This course will help students develop approaches and strategies for utilizing what have become consumer-level electronic and computational tools in problem- and project-based learning scenarios. Students will learn to help others engage with technology in the learning process as creators. In so doing, they will heighten their awareness of programming and the capacities of computer hardware.
Prerequisites: EDT 520 and matriculation in MED in IT or CTI , or permission of instructor.
3 credits

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

☐ Applied Music ☐ Clinical ☐ Field Experience/Internship ☐ Research ☐ Studio
☐ Laboratory ☐ Lecture/Seminar ☐ Recitation ☐ Independent Study ☐ Thesis

Text(s) planned for use:

Martinez, S. L., & Stager, G. S. (2013). Invent To learn: Making, tinkering, and engineering in the classroom. Torrance, CA: Constructing Modern Knowledge Press.
Ratto, M., & Ree, R. (2012). Materializing information: 3D printing and social change. First Monday, 17(7). Retrieve from http://firstmonday.org/ojs/index.php/fm/article/view/3968

Course Instructor (include name, position, teaching load):

Johanna Prince, Director of Graduate Programs in Education at UMF and Program Coordinator for EDT program, may be in load or overload.

Reason for new course:

In order to position our MEd in IT students to be leaders in the field, we need to provide learning opportunities to explore the potential for computational thinking, and computer science as both a delivery mechanism and a 21st century skill. This is a core course in our EDT masters.

Does the course addition 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?

◉ No. The department will not request additional resources for this course.

○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This course has been developed through the collaborative Masters in Instructional Technology, COEHD, CITL and DLL at UM have all been involved. UMF and USM have also consulted on the curriculum.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Right now we anticipate every fall, and will monitor need.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

Course Proposal Routing Slip

Date: _____

From: **Johanan Prince**
College of Education &
Human Development

Item: **Course Proposals**
EDT 528 Designing Technology Systems to Optimize Learning
EDT 531 Studio in Computing for Learning

Please forward to the next person or department on the list below.

****

1 ✓ Mary Ellin Logue, School Director

2. _____ COEHD Curriculum Committee

3. _____ Tim Reagan, Dean of COEHD

_____ ~~Graduate Curriculum Committee~~

4. _____ Graduate Board

Course: EDT 531
Course Title: Studio for Computing in Learning
Catalog Description:
Maker spaces have proliferated in our schools, libraries, and elsewhere in our communities. Similarly, toys and kits for children now include programming, circuits, single-board computers, sensor kits, robotics, drones, and more. This course serves as an introduction to computational thinking and computer science as both a delivery mechanism and a 21st century skill within the context of educational practice. This course will help students develop approaches and strategies for utilizing what have become consumer-level electronic and computational tools in problem- and project-based learning scenarios. Students will learn to help others engage with technology in the learning process as creators. In so doing, they will heighten their awareness of programming and the capacities of computer hardware.

Prerequisites: EDT 520 and matriculation in MED in IT or CTI
Date Approved for 680 Endorsement: Approved 3/28/17 via email as EDT 598

Program Vision
The University of Maine Master's program in Instructional Technology is offered fully online and is designed to help students become leaders in effective and innovative uses of current and emerging technology. The required coursework, research, and clinical experiences are designed for educators working in a variety of contexts. Students will engage in inquiry-based curriculum and build capacity to continually assess their local context; implement technology to enhance teaching, learning and assessment; build professional learning networks to support ongoing professional development; and develop expertise in current and emerging instructional technologies. Essential to this program is a commitment to local community, advocacy for accessibility, and social justice, especially in the context of the potential for new technology to influence local educational settings.

Course Objectives:
Students will be able to

1. Explain how computational thinking relates to current area of teaching practice and discuss implications for design, delivery, and assessment of problem- and project-based learning.
2. Remain current with emerging technology and learning science research in order to create a variety of learning environments. They will
    a. explore consumer-level computer-based resources;
    b. explore fabrication, robotics, electronic, and mobile programing resources
3. Model innovation, iteration, and reflection through personal practice, and engagement with existing research.
4. Demonstrate the ability to use of a variety of mediums and tools to engage and communicate with stakeholders.
5. Proactively engage with a wider community of educators and experts through networked spaces and events.

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 educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	**3**
Teaching and Learning: How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	**3**
Digital Citizenship: How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	**0-3 depending on focus of project**
Professional Practice: How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	**3**
Leadership: How can educators align vision, implementation, and practice to foster learning enhanced by technology?	**2**

Computational Thinking

		Depth of Engagement 0=not at all 1= introduction 2=moderate 3==extensive
Collecting and Creating Data	Textual and Numerical	**0-3 depending on focus**
	Images and Graphics	**0-3 depending on focus**
	Video	**0-2 depending on focus**
	Audio	**0-2 depending on focus**
Analysis and Presentation	Written narrative	**2**
	Web site	**2**
	Graphs and Charts	**1**
	Graphics	**1**
	Video	**1**
	Audio	**1**
	Database	**0-2 depending on focus**
Collaboration	Content Collaboration	**3**
	Discussion Collaboration	**3**

Potential Other Topics

Collecting and Creating Data	Geo-Spatial	**0-2 depending on focus**
Analysis and Presentation	Geographic Information Systems	**0-2 depending on focus**
	Statistics	**0-2 depending on focus**
	Textual analysis Stats Plugin	**0**

Potential Course Outline

Module	Example Topics
Module 1	• Introduction to computational thinking • Makerspaces • Problem-based learning • Project-based learning
Module 2	• Computer Science Basics • Web-based coding for a range of learners
Module 3	• Fabrication • 3D printing • Laser Cutting
Module 4	• Robotics • Drones
Module 5	• Physical Computing • Microcontrollers • Single Board Computers

Potential Course Readings and Other Materials:

Martinez, S. L., & Stager, G. S. (2013). *Invent To learn: Making, tinkering, and engineering in the classroom.* Torrance, CA: Constructing Modern Knowledge Press.

2017 Horizon Report (Select the edition that you feel is most related to your work)
K-12 Edition https://cdn.nmc.org/wp-content/uploads/2017-nmc-cosn-horizon-report-K12-advance.pdf
Higher Education Edition http://cdn.nmc.org/media/2017-nmc-horizon-report-he-EN.pdf
Library Edition http://cdn.nmc.org/media/2017-nmc-horizon-report-library-EN.pdf

Article where the term Computational Thinking was coined (by Jeannette M. Wing, corporate vice president, Microsoft Research)
Computational thinking, 10 years later (by Jeannette M. Wing, corporate vice president, Microsoft Research)

Ratto, M., & Ree, R. (2012). Materializing information: 3D printing and social change. *First Monday, 17*(7). Retrieved from http://firstmonday.org/ojs/index.php/fm/article/view/3968

Kohtal and Hyysalo: "Anticipated environmental sustainability of personal fabrication" in **Journal of Cleaner Production**. 99 (2015) 333e344.

Subhas Chandra Mukhopadhyay Ed: **Internet of Things Challenges and Opportunities**. Springer, New York, 2014.

Sullivan, Umaschi Bers: "Robotics in the early childhood classroom: learning outcomes from an 8-week robotics curriculum in pre-kindergarten through second grade" in **International Journal of Technology Design Education** (2016) 26:3–20.

Dodie J. Niemeyer and Hannah R. Gerber: "Maker culture and Minecraft: implications for the future of learning" in **Educational Media International** Vol. 52 , Iss. 3, 2015.

Kafai, Lee, Searle, et al: "A Crafts-Oriented Approach to Computing in High School: Introducing Computational Concepts, Practices, and Perspectives with Electronic Textiles" in **ACM Transactions on Computing Education**, Vol. 14, No. 1, Article 1, March 2014.

Stager: "3D Printing the Next Dimension" in **Technology & Learning**, Volume 35, Issue 2, 2014.

Potential Activities and Assignments:

- Students will access school or community-based maker/hacker spaces, such as the Maine State Library's Unlimited Possibilities Room (also known as a "Tech Petting Zoo"), Lewiston Library's Maker Space, Brunswick High School Library's "STREAM Lab," the York School Department's school-based MakerSpaces in each of its K-12 school, as well as the hundreds of kits distributed by UMaine's RISE Center which include 3D printers and more. (Students may use their own gear, if they have it and wish to use it.)
- Students will collaborate in a shared blog and publish a forward looking piece on the future of educational technology, these assignments will be supported with scholarly research
- Students will each publish a self-hosted blog or website to share their finding and 'making projects'. During these projects students will speak with experts, visit new spaces, tinker at home, and consider the implication for these tools to impact teaching and learning across educational contexts.
- Students will participate in guest lectures with leaders from the field on specialized topics such as virtual reality, drones, sound production, augmented reality, micro-controllers and single board computers
- Students will participate in a variety of tech-enhances networks to grow their connections and audiences in the field, students will be asked to reflect critically on the experience, and the impact of social media and learning management systems on education

University of Maine Policies

1) 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.

2) Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Director of Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term.

Some faculty also find it helpful to include a statement about classroom civility.

Depending upon your course content, you may also wish to include a statement about inclusive or non-sexist language. The University of Maine's non-sexist language policy may be viewed at: http://www.umaine.edu/WIC/both/language.htm.

3) 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.

4) Sexual Violence Policy
Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a 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/

February 16, 2018

To: Curriculum Committee:
Scott Delcourt
Ali Abedi
Pat Burnes
Deborah Rooks-Ellis
Grant Miles
Xuan Chen
Deborah Rollins
Jack Campbell

Fr: Erin Twitchell, Administrative Specialist

Re: **Curriculum Committee, January 16th, 2018 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, January 16th at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:30 PSY 507

   Rebecca Schwartz-Mette

2. 2:30-2:40 CIE 534

   No Presentation

3. 2:45-2:55 ERS 592

   No Presentation

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

Scott Delcourt <delcourt@maine.edu>

Graduate Curriculum Committee

1 message

Erin Twitchell <erin.twitchell@maine.edu> Fri, Jan 12, 2018 at 4:45 PM
To: Deborah Rollins <drollins@maine.edu>, Grant Miles <grant.miles@maine.edu>, Jack Campbell <jack.campbell@maine.edu>, Jim Artesani <arthur.artesani@maine.edu>, Joshua Kelley <joshua.b.kelley@maine.edu>, Kathleen Brown <kathleen.brown@maine.edu>, Qian Xue <qian.xue@maine.edu>, Scott Delcourt <delcourt@maine.edu>, Stuart Marrs <marrs@maine.edu>

Hello all,

I hope you have been able to enjoy your winter break! We only have a few course forms, so it was decided to just send the forms out for review instead of holding a physical meeting on the 16th. Attached you will find proposed course modifications for CIE 534 and ERS 592 and a new course proposal for PSY 507.

Please let Scott and/or I know if you have any questions or concerns about the forms.

Regards,

Erin Twitchell | Administrative Specialist

Please note: My last day at the University of Maine will be Friday, January 19th. After that date, please direct all messages to graduate@maine.edu Thank you!

The University of Maine Graduate School
207.581.3291
Pronouns: She/Her/Hers

1865 THE UNIVERSITY OF MAINE Graduate School

CC Packet Jan 2018.pdf
578K

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **Doctoral Program in Clinical Psychology**

COURSE DESIGNATOR **PSY** COURSE NUMBER **507** EFFECTIVE SEMESTER **Summer 2018**

COURSE TITLE **Multicultural Issues in Clinical Psychology**

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Michael Robbins, Ph.D Digitally signed by Michael Robbins, Ph.D
Date: 2017.11.07 13:24:08 -05'00'

College(s) Curriculum Committee Chair(s) (if applicable)

Thane Fremouw 11-15-17

College Dean(s)

Timothy M. Cole 11/16/17

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Designator: PSY; Number: 507
Title: Multicultural Issues in Clinical Psychology

The course is designed to enhance students' multicultural counseling competencies for providing psychological services to culturally diverse populations by: introducing students to the field of multicultural psychology; increasing students' awareness of assumptions, values, and biases; developing awareness, sensitivity, and understanding of the experiences of diverse groups; increasing knowledge of multicultural theories, models, and research; and increasing awareness of cultural factors in assessment, case conceptualization and diagnosis, and therapy.

Prerequisites: Permission; Credit hours: 3

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

☐ Applied Music	☐ Clinical	☐ Field Experience/Internship	☐ Research	☐ Studio
☐ Laboratory	☒ Lecture/Seminar	☐ Recitation	☐ Independent Study	☐ Thesis

Text(s) planned for use:

1) Sue, D. W. & Sue, D. (2015). Counseling the Culturally Diverse: Theory and Practice (7th Edition). New York: John Wiley & Sons.
2) Comas-Diaz, L. (2012). Multicultural care: A Clinician's Guide to Cultural Competence. Washington, DC: APA.

Course Instructor (include name, position, teaching load):

Rebecca Schwartz-Mette, PhD.
Assistant Professor (2:2 teaching load; 50%)

Reason for new course:

This course is proposed to meet the training and licensure needs of doctoral students in the clinical psychology program, to respond to feedback from the American Psychological Association (APA) Committee on Accreditation (CoA), and to keep pace with the current trends in graduate psychology education which include focused training in diversity and multicultural issues. To date, the Clinical Program has infrequently offered 1 credit diversity courses. Students struggled to obtain the 3 total credits required in many states for psychologist licensure. Additionally, the APA CoA has strongly suggested the program revamp its current diversity curriculum to expand training opportunities for students and to stay current with the curricula of graduate programs in clinical psychology at other comparable institutions. This course proposal reflects a focused attempt to address the limitations of our existing diversity training sequence.

Does the course addition 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?

◉ No. The department will not request additional resources for this course.

◯ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

None. There are no comparable courses currently offered at the University of Maine in Psychology or other departments.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CFD, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every other year, during the summer semester. This offering will result in overload salary payments for one faculty member who teaches the course every other year. Graduate students (with tuition waiver) eligible for this course will not exceed the number of credit hours per year allocated by the Graduate School.

Multicultural Issues in Clinical Psychology
PSY 507
Summer 2018

Credit hours: 3
Prerequisites: Permission

Instructor: Dr. Rebecca A. Schwartz-Mette
Office: 360 Little Hall
Office hours: By appointment

Course delivery method: In-person
Course meeting days/times: M-F, 11:30am-2:30pm (3 weeks)
Course meeting location: TBD

Course Overview and Goals:
The course is designed to enhance students' multicultural counseling competencies for providing psychological services to culturally diverse populations. The goal is to expose students to theory, research, and practice implications of multicultural psychology and initiate students' journey toward multicultural competence in their research and clinical activities as psychologists.

Student Learning Outcomes:
By taking and participating in this course, students will:

- Gain introduction to the field of multicultural psychology
- Increase their awareness of assumptions, values, and biases, including how culture shapes worldviews
- Develop awareness, sensitivity, and understanding of the experiences of diverse groups
- Increase knowledge of multicultural theories, models, and research
- Increase awareness of cultural factors in assessment, case conceptualization and diagnosis, and therapy

Instructional Materials (required texts):

1) Sue, D. W. & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice* (7th Edition). New York: John Wiley & Sons.
2) Comas-Diaz, L. (2012). Multicultural care: A Clinician's Guide to Cultural Competence. Washington, DC: APA.

Additional required readings will be assigned.

Course Requirements:

1) Participation in class discussions and activities

2) Current events project: Select a current event from a reputable news source and lead discussion on the relevance to multicultural psychology for the class
3) Discussion group and cultural exploration paper / presentation: Participate in weekly discussion group focused on increasing consciousness of issues related to your various identity groups; a paper (8-10 pg.) and presentation (15-30 min.) will be created on the basis of your experiences
4) Cross-cultural immersion experience: Select a cultural group you would like to learn more about, attend an activity within the community by yourself (where you are the only one of your kind), write a 3 pg. (max) paper on the experience.
5) Journal: Weekly writing prompts distributed to elicit reflections about yourself as a person-in-culture, events that are germane to diversity issues, thoughts/feelings you wanted to share in class but were unable to, etc.

*Note: Students who have completed this class in previous semesters will have the chance to lead weekly discussion group and/or facilitate other aspects of the course.

Assignments and Grading (400 points):
Class Participation: 50 pts
Current Events Project: 25 pts
Discussion Group Participation: 50 pts
Cultural Exploration Experience and Paper: 100 pts
Discussion Group Presentation and Paper: 100 pts
Journal: 75 pts

Total points possible: 400

Course Expectations and Climate:
This course reflects psychology's commitment to the appreciation of human diversity. As psychologists, we have an ethical responsibility to prepare ourselves to work effectively with clients with world views and backgrounds different from our own. In order to be effective multicultural professionals, reflection and self-analysis is as necessary to this process as is gaining relevant, content information.

The process and outcome of this class will depend on the contributions of its members. Thus, each student is asked to be ready and committed to explore personal and professional selves through class discussions, in-class activities, role plays, and class assignments. More specifically, it is expected that each of us prepare for each class meeting by completing the assigned readings and reflecting upon the material shared. Active participation during each class session will contribute to the learning process for all involved, including yourself. The more each of us gives to the class, the richer the experience will be for all of us.

Each student has something important to contribute to this class. In order for this class to be a success, each of us needs to be willing to share and contribute to the process. My hope is that we will get to a deeper level of knowing ourselves as well as each other through the course of the semester. In order for this to happen, there are several important aspects about the class that need to be addressed.

Because we will be dealing with some controversial and sensitive issues in this course, it is important that we work to develop an atmosphere for this course that is safe and encourages self-exploration for all of us. Due to the course content and the type of material that we will cover in this course, it is natural for course participants to feel nervous about expressing their views on issues for fear of how they may be perceived by others. It is also normal and expected (especially in a course with participants who themselves are coming in with different life experiences and who represent various culturally diverse groups) that we will not all agree on issues that we are reading and discussing. Indeed, the diversity represented by each of us and the different experiences we have each encountered in our lives will add to the quality of our discussions and the amount of learning that will take place for each of us. This is a course where we can all learn from one another's experiences and perspectives, and we can use this information to understand ourselves as cultural beings. I anticipate that there will be differing viewpoints on issues that we may feel very strongly about. Even so, I am sure that all of us would agree that we want to (and need to) be able to be genuine and honest about our experiences and views without fear of being attacked or judged. It is so important to the process and outcome of this class that we all work to develop an atmosphere through our discussions that facilitates learning and reflection and encourages participation on the part of everyone.

Another important point related to developing an atmosphere that is conducive for learning and growth pertains to my role in the class. My philosophy toward teaching diversity related courses is that multicultural development is a lifelong process. I believe each of us is an expert on our own lives and that all of us have something important to contribute to this class and to our discussions. I will share my own personal experiences and struggles in my journey towards becoming multiculturally fluent. I hope that this sharing will normalize your own experiences and also portray to you that this continues to be an ongoing process for me. Each of us, no matter how little or much our experience, is engaged in the *process* of *becoming* multiculturally competent. I expect each of us to develop and continue the process of sincere and active striving toward competence throughout the semester and beyond this classroom.

Course Policies:

Attendance. Students are expected to be prepared for and attend every class meeting.

Classroom civility. The success of this course and the potential for students to benefit from the course depends in large part on the respect, patience, courage, and participation of its members. Disrespectful language and/or behavior (including non-participation) will not be tolerated.

Inclusive and non-discriminatory language is expected at all times. See Course Expectations and Climate above.

Late assignments. Late assignments will not be accepted. Assignments submitted late will receive a failing grade.

Campus Policies:

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

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

Seminar 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.

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 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

Note: The instructor of this course, while a licensed psychologist, acts here in her capacity as university course instructor. As such confidentiality of reported sexual misconduct cannot be guaranteed.

THE UNIVERSITY OF MAINE

Modification Form

DEPARTMENT: Civil and Environmental Engineering__ COLLEGE: ____Engineering_____
COURSE DESIGNATOR: CIE PROPOSED COURSE #: _____534_____
COURSE TITLE: Environmental Microbiology___ EFFECTIVE SEMESTER: _Summer 2018____

Requested Action: Note: A complete Syllabus is required for all new courses, including travel-study courses offered through CED or Summer Session and for the addition General Education and/or travel-study to an existing course. 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 check list found at www.umaine.edu/upcc.

Please check all that apply *(Please note if you are making a substantial modifications you may want to consider creating a new course)*

Designator Change		Credit Change	
Cross Listing		Number Change	
Title Change		Description Change	
Prerequisite Change	X	Travel Study	
Addition of Elec. Learning Component		Conversion of an existing onsite Course to an online Course	
Other (Please Explain)		Addition of Gen Ed (Complete Section 2. Please see additional information on www.umaine.edu/upcc)	

ENDORSEMENTS *(Please Print and Sign Name)* **DATE**

Leader, Initiating Department/Unit(s)
William Davids 12/4/17

College(s) Curriculum Committee Chair(s)
12-5-17

Dean(s)
Dana Humphrey 12-5-17

Associate Provost for Undergraduate Education
Jeffrey St John

CURRENT CATALOG DESCRIPTION (Include designator, number, title, prerequisites, credit hours):

CIE 534 - Environmental Microbiology

Fundamentals of microbiology and biochemistry as related to natural and engineered treatment processes; microbial ecology, physiology, metabolism and genetics; energetics and kinetics of microbial growth; public health microbiology; introduction to pollution microbiology. (0.0 ED/3.0 ES.) Lec 3. (Fall.)

Prerequisites & Notes
CIE 231.

Credits: 3

PROPOSED CATALOG DESCRIPTON (Include designator, number, title prerequisites, credit hours):

CIE 534 - Environmental Microbiology

Fundamentals of microbiology and biochemistry as related to natural and engineered treatment processes; microbial ecology, physiology, metabolism and genetics; energetics and kinetics of microbial growth; nutrient cycles; research methods; introduction to pollution microbiology (0.0 ED/3.0 ES.) Lec 3 (Fall.)

Prerequisites & Notes
CIE 331 or permission of the instructor

Credits: 3

REASON FOR COURSE MODIFICATION:
The prerequisite course number has changed from CIE 231 to CIE 331. Wording to reflect additional topics.

INSTRUCTOR: Jean MacRae

Does this change in course prefix, number/or credit hours affect any prerequisite? If yes, please list course(s):

For Addition of Electronic Learning Component:

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **School of Earth and Climate Sciences**

COURSE DESIGNATOR **ERS** COURSE NUMBER **592** EFFECTIVE SEMESTER **Summer 2018**

COURSE TITLE **Climate Analysis**

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- ☐ New Course
- ☐ New Course with Electronic Learning
- ☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change
- ☐ Number Change
- ☐ Title Change
- ☐ Description Change
- ☐ Prerequisite Change
- ☒ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Sean D. Birkel

Digitally signed by Sean D. Birkel
DN: cn=Sean D. Birkel, o=University of Maine, ou=Climate Change Institute, email=sean.birkel@maine.edu, c=US
Date: 2018.01.09 10:31:01 -05'00'

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School (sign and date)

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

ERS, 592, (91534, 0001-LEC Regular), Climate Analysis, instructor permission, 3 units
Rotating topics on numerical analysis and visualization of climate data. Possible datasets to be studied include instrument observations, remote sensed satellite, gridded reanalysis and climate model data. Numerical analyses used include time and space averaging, interpolation, statistical correlation, time series analysis, and empirical orthogonal functions. Visualization of data includes maps, contouring, time series, and vertical cross sections. May be taken multiple times for credit.

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

ERS, 592, (91534, 0001-LEC Regular), Climate Analysis, instructor permission, 1-3 units
Rotating topics on numerical analysis and visualization of climate data. Possible datasets to be studied include instrument observations, remote sensed satellite, gridded reanalysis and climate model data. Numerical analyses used include time and space averaging, interpolation, statistical correlation, time series analysis, and empirical orthogonal functions. Visualization of data includes maps, contouring, time series, and vertical cross sections. May be taken multiple times for credit.

Reason for course modification:

Scheduling error -- please change credit offering from 3 to variable 1-3.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT: History — Summer 2018

COURSE DESIGNATOR: HTY — COURSE NUMBER: 519 — EFFECTIVE SEMESTER: S' 18

COURSE TITLE: Modern Britain and Empire

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- ☐ New Course
- ☐ New Course with Electronic Learning
- ☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

College(s) Curriculum Committee Chair(s) [if applicable]

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

HTY519: Modern Britain and Empire. Evaluation of selected problems in English history since 1815 including the gradual democratization of British government, continuing industrial revolution, and impact of two world wars on English social, cultural, and political life. Prerequisite: Graduate standing in History or History major with Senior Standing; others by permission. 3 credits

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

HTY519: Modern Britain and Empire. Evaluation of selected problems in British and British imperial history since 1700. Prerequisite: Graduate standing in History or History major with Senior Standing; others by permission. 3 credits

Reason for course modification:

The course has evolved over the years, emphasizing more Empire history. New description will allow more flexibility.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.