

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee met on May 1st, 2018 and recommends the following courses to the Graduate Board for approval at its May 17th, 2018 meeting.**

### *New Courses:*

**EHD 519** Formative Assessments: Research, Practice, and Policy

**EHD 541** Prevention and Intervention in School Settings

**ELL 577** Curriculum & Assessment in ESL/EFL Contexts

**EEL 578** Scaffolding Student Learning Through Differentiation and Contingent Teaching I

**EEL 579** Scaffolding Student Learning Through Differentiation and Contingent Teaching II

**EEL 646** Dyslexia Studies within a Literacy Processing Framework I

**EEL 647** Dyslexia Studies within a Literacy Processing Framework II

**PSE 513** Weed Ecology and Management

**PSY 647** Foundations of Clinical Neuropsychology

### *Modifications:*

**INV 510** Fundamentals and Systems of Innovation Engineering

**INV 511** Innovation Engineering Accelerated II (AKA: Advanced Create, Communicate & Commercialize)

**EDT 545** Legal, Ethical and Security Issues in Educational Technology

**DIG courses** (credit requirement realignment)

May 3, 2018

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

Fr: Kacey Beckwith, Administrative Specialist

Re: **Curriculum Committee, May 1, 2018 Stodder Hall, Room #48**

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

1. 1:35-1:45 **EHD 519 & 541 and ELL 577**

Mary Ellin Logue

2. 1:45-1:55 **EEL 578, 579, 646, & 647**

Lori Taylor

3. 1:55-2:00 **FYI: DIG Credit Requirement Realignment**

No presentation

4. 2:00-2:05 **EDT 545**

No presentation

5. 2:05-2:15 **PSE 513**

Eric Gallandt

6. 2:15-2:25 **PSY 647**

Fayeza Ahmed

7. 2:25-2:35 **INV 510 & 511**

Jason Bolton



## 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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Learning and Teaching, Curriculum, Assessment and Instruction

COURSE DESIGNATOR EHD COURSE NUMBER 519 EFFECTIVE SEMESTER Sp. 2019

COURSE TITLE Formative Assessments: Research, Practice and Policy

### 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    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

### **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)

*May 2 June 4-6-18*

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

*Shirley Weeks*

College Dean(s)

*John O'Neil*  
*Elizabeth*

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):

EHD 519 provides students an opportunity to develop insights on different forms of formative assessments; to practice development and implementation of formative assessment probes in educational settings and to analyze related research and policy documents on formative assessments.

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

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Heritage, M. (2010). *Formative assessment: Making It happen in the classroom*. Corwin Press.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.

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

Asli Sezen-Barrie, Assistant Professor, teaching load: 2-2

Reason for new course:

The Master's degree program in Elementary and Secondary Education, designed to serve practicing teachers, is being revised. This new course will meet the needs of practicing teachers and will align with other revised classes in the program.

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. This is part of a program revision. All participating faculty are engaged in the process and have been consulted on this course content.

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?

Annually (spring) as part of teaching load. This class, as is the entire program, will be offered online.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's PK-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaboration with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

## EHD 519 – Formative Assessments: Research, Practice and Policy

**Instructor:** Asli Sezen-Barrie, Ph.D.

**Address:** 331 Shibles Hall- Mailbox

**E-mail:** [asli.sezenbarrie@maine.edu](mailto:asli.sezenbarrie@maine.edu)

**Phone:** 207 581 2413

**Credits:** 3

**Primary Delivery Format:** Online

**Class Location:** Online (BlackBoard)

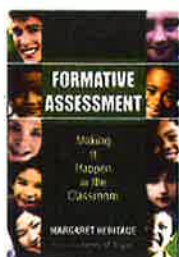
**IT Help Center:** <https://umaine.edu/it/who-to-contact/>

**Communication with Instructor:** Students are encouraged to contact the instructor with their individual questions or concerns by e-mail, telephone, Skype, Zoom, FaceTime, or Google Hangout. Students may request to meet with the instructor by appointment, in person, by telephone, or via any above-mentioned platform.

### INSTRUCTIONAL MATERIALS AND METHODS

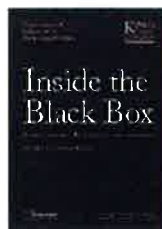
#### Required Textbooks

1. Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin Press.
2. Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.



#### Other Resources:

1. Your UMaine GMail account: available at <https://gmail.maine.edu> You will need this account to be able to share documents with classmates and me through Google Docs
2. Articles, podcasts and materials that will be made available on Blackboard



## COURSE OVERVIEW AND GOALS

### Course Overview

This course will provide students an opportunity to learn insights on different forms of formative assessments; to practice development and implementation of formative assessment probes in educational settings and to analyze related research and policy documents on formative assessments.

While deepening our knowledge of formative assessments in practice, we will work on ways K-12 students and teachers can improve through the use of formative assessments, developing rubrics to share criteria for formative assessments, and utilize technology to support development and implementation of formative assessments.

We will look at theories to improve our understanding of how learning theories that drive the use of formative assessments in classroom settings. Then, we will reflect on research papers to learn when and how formative assessments can be effective for rigor and responsiveness in classrooms. We will then look at how policy documents frame the use of formative assessments in educational settings.

### Course Goals

- ✓ Explain the link between learning theory, assessments, and research
- ✓ Give examples to different types of formative assessments
- ✓ Utilize feedback loop to develop and implement formative assessment probes
- ✓ Identify and reflect on students' and teachers' learning progression through use of formative assessments
- ✓ Use technology to develop and implement formative assessments
- ✓ Develop and use rubrics to set criteria for formative assessments
- ✓ Analyze and make sense of policy documents and research articles related formative assessments

## ASSIGNMENTS AND GRADING

<b>All assignments must be submitted to Bbd and will be accepted as Microsoft Word docs <i>only</i>.</b>	
<b>#1: My assessment story:</b> You will write an instructor essay which responds to the following questions and submit it to blackboard: 1) How were you typically assessed as a student? 2) How did you feel about assessments back then as a student? 3) If you <u>are</u> a Pre-K12 educator, what kinds of assessments are you using for your students? and what do you like and dislike about the current assessment you are using? 4) If you <u>are not</u> a K12 educator, how do you see formative assessments relate to your career?	5 points
<b>#2: Online Discussion Board (Reading Reflections &amp; Analysis of Videos):</b> You will participate in a weekly online discussion board by posting your reflections on assigned weekly readings and videos that show examples of using formative assessments in Pre-K-12 classrooms. Your reflections should respond to the questions that are posted for the readings and might relate your experiences to the concepts and strategies discussed in the readings. The discussion board will have a collaborative nature, and in that, you will also be responsible for leaving threads to other students' posts (at least 3).	35 points
<b>#3: Developing and Implementing Formative Assessment Probes:</b> Throughout the semester, you will develop three formative assessment probes. Revise these probes after peer and instructor's feedback, and implement to a group of learners. If you are a classroom teacher, you will implement the assessment probes with your students. If you are not currently a classroom teacher, you will need to discuss and determine a context of implementations with your instructor.	30 points
<b>#4: Research Review on Formative Assessments:</b> You will review at least five empirical research articles that are related to your career. You will then write a 3-5 pages review of the findings from the research articles. Reflective reading of research papers is important to understand how to make formative assessments an effective strategy for learners and teachers.	15 points

<b>#5: Technology Fair Presentations:</b> Choose a freely available technology (app, website, or tool) that helps with the development or implementation of formative assessments. You will <b>write a 2-3 page paper</b> discussing 1) where other educators can find this technology, 2) steps of how to use the technology to develop or implement formative assessments and 3) strengths and weaknesses of the technology. You will then <b>record a 5-minute presentation</b> of your poster and share the recording with class.	15 points
<b>#6: Online Course Evaluation (Optional):</b> Access the online course evaluations here: <a href="http://www.maine.edu/crseval">http://www.maine.edu/crseval</a> . For this course, you may submit your evaluation any time from Monday, Dec 4-Friday, Dec 8 (i.e., the last week of the course and the week following the end of the course). <b>This is a secure site.</b> You will enter your UMS ID and password ( <i>identical to the login information used to access your MaineStreet &amp; Blackboard accounts.</i> ) This information is used solely to make sure that you have access to the correct course(s), and that only one form per student, per class, is completed. Please contact University College Learning Services at <a href="tel:1-800-868-7000">1-800-868-7000</a> with questions.	

## GRADING CRITERIA

Grade Range	Cumulative Mark
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

*For graduate credit, students must earn a B or better.*

## UNIVERSITY OF MAINE POLICIES

### *Academic Honesty Statement*

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

### *Students' Accessibility Statement:*

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



### ***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/>

### ***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.

### ***Mutual Respect***

It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity and reason. Check your copy of the University Catalog and the University's Student Conduct Code for more information on academic integrity.

### ***Non-Discrimination and Non-Sexist Language***

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

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

### ***Confidentiality Statement***

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



## CONCEPTUAL FRAMEWORK FOR COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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

### ***Diversity***

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

### ***Incomplete Grades***

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

### ***Electronic Submission to TaskStream Data Management System***

If you are in an NCATE-accredited program, your requirements in this course include the electronic submission of specific key assignment artifacts using the Tk-20 system. All students enrolled in degree programs that receive accreditation from NCATE are required to have a Tk-20 account and upload key assessments. Additional information will be provided in classes which have assessments, as well as on the Tk-20 link on the College of Education and Human Development Website, at <http://umaine.edu/edhd/student-services/tk20-information/>.

**Tentative Schedule of Topics**  
**EHD 519 – Formative Assessments: Research, Practice and Policy**

<b>DATES</b>	<b>TOPICS</b>
<i>Week 1</i>	Introductions Review of Syllabus & Schedule Our Beginning Repertoire Our Assessment Story
<i>Week 2</i>	Learning Theories, Research and Assessments: A needed link
<i>Week 3</i>	The Feedback Loop: What does an Effective Formative Assessment Look Like?
<i>Week 4</i>	Data-Driven Decision Making: How can formative assessments help?
<i>Week 5</i>	Formative Assessments to Support Learning Progressions: Affordances and Challenges
<i>Week 6</i>	Teachers' Improvement through Formative Assessments
<i>Week 7</i>	Implementing Formative Assessments
<i>Week 8</i>	Developing and Using Rubrics
<i>Week 9</i>	Student Involvement in Using Formative Assessment Data
<i>Week 10</i>	Using Technology to Support the Implementation of Formative Assessments
<i>Week 11</i>	Creating a Culture of Formative Assessments: Classroom, School and beyond
<i>Week 12</i>	Virtual Round Table: Policy and Perspectives on Formative Assessments: Debates from the Field <ul style="list-style-type: none"> <li>✓ OECD/CERI International Conference "Learning in the 21st Century: Research, Innovation and Policy" Assessment for Learning Formative Assessment by <i>Ian Clark</i>  <a href="http://www.oecd.org/site/educeri21st/40600533.pdf">http://www.oecd.org/site/educeri21st/40600533.pdf</a></li> <li>✓ Formative assessment – an optimistic but incomplete vision by <i>Paul Black</i></li> </ul>
<i>Week 13</i>	Research on Formative Assessments I
<i>Week 14</i>	Research on Formative Assessments II
<i>Week 15</i>	Reflection & Evaluations



## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Learning and Teaching

COURSE DESIGNATOR EHD COURSE NUMBER 541 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE Prevention and Intervention in School Settings: Social Emotional Learning

### 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    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

### **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 1 (FOR NEW COURSE PROPOSALS)

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

Examines the conceptualization and application of prevention and intervention within school settings. Assumes that students have a theoretical understanding and classroom experience with core educational approaches related to pro-active classroom management, effective instruction, curriculum development, and classroom assessment. From this foundation, students enrolled in EHD 541 examine theoretical perspectives on risk and resilience as they pertain to the development of competent social behaviors and self-regulation skills, *(continued on the bottom of page 3)*

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

- |  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical        | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Kenny, M.E., Horne, A.M., Orpinas, P., & Reese, E. (2009). Realizing social justice: The challenge of preventive interventions. Washington, DC: American Psychological Association.

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

James Artesani

Reason for new course:

Required course in Curriculum, Assessment, and Instruction graduate program.

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.

NA

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?

Annually

## **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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

(*continued*) including those found to facilitate social relationships, serve as academic enablers, and promote self-determination. Social learning theory and the developmental-ecological framework will serve as the primary theoretical and conceptual roots for this course. Emphasis is given to behavioral and academic prevention and intervention implemented within coherent classroom and schoolwide systems of support. Contextual factors (e.g., home, community, SES and the broader domain of social justice) provide the ecological backdrop of our study.



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### **EHD 541**

#### **Prevention and Intervention in School Settings: Social Emotional Learning**

Jim Artesani, Ed.D.  
144 Shibles Hall

Tel. 207/581-4061  
E-mail [arthur.artesani@maine.edu](mailto:arthur.artesani@maine.edu)

Fax: 207/581-2447  
University of Maine  
Orono, ME 04469

#### **Primary Delivery Format:**

**Blackboard Site:** <https://www.courses.maine.edu>

**Zoom:** <https://zoom.us>

**IT Help Center:** <https://umaine.edu/it/help/>

**Texts:** Kenny, M.E., Horne, A.M., Orpinas, P., & Reese, E. (2009). *Realizing social justice: The challenge of preventive interventions*. Washington, DC: American Psychological Association.

A substantial amount of online course material and resources are available online and will be utilized by the course instructors. Many of these resources are federally and state funded, and will serve as career-long supports for building knowledge, skills, and dispositions regarding school-based approaches to social/emotional development.

#### **Course Description**

Examines the conceptualization and application of prevention and intervention within school settings. Assumes that students have a theoretical understanding and classroom experience with core educational approaches related to pro-active classroom management, effective instruction, curriculum development, and classroom assessment. From this foundation, students enrolled in EHD 541 examine theoretical perspectives on risk and resilience as they pertain to the development of competent social behaviors and self-regulation skills, including those found to facilitate social relationships, serve as academic enablers,

and promote self-determination. Social learning theory and the developmental-ecological framework will serve as the primary theoretical and conceptual roots for this course. Emphasis is given to behavioral and academic prevention and intervention implemented within coherent classroom and schoolwide systems of support. Contextual factors (e.g., home, community, SES and the broader domain of social justice) provide the ecological backdrop of our study.

### **Course Objectives:**

Students will be able to create learning environments designed to promote academic and behavioral growth for students considered to be at-risk for negative school and life outcomes by:

1. Understanding the myriad of inter-related risk and protective factors within the developmental-ecological perspective.
2. Articulating the conceptual framework for prevention and intervention in school settings,
3. Integrating behavioral and academic approaches to promote student engagement,
4. Creating learning environments that foster positive relationships among students and between students and teachers,
5. Actively teaching positive social behaviors that contribute to social/emotional growth and support academic achievement,
6. Developing teacher-habits that lead to high rates of positive and educative student feedback,
7. Demonstrate beginning proficiency in using a "functional Thinking Framework" to assess and respond to group and individual behaviors that interfere with learning.
8. Utilizing an array of evidence-based positive approaches for addressing interfering behaviors.
9. Demonstrating the ability to use pre-correction, opportunities to respond, and active supervision to prevent and intervene with challenging behaviors.
10. Building positive alliances with parents,
11. Evaluating the evidence-base and comparing and contrasting the strengths and limitations of commonly used schoolwide prevention and intervention frameworks (e.g., Positive Behavioral Interventions and Support, Response to Intervention, Olweus Bullying Prevention, Incredible Years, Second Step, and Trauma-Informed Practices).
12. Articulating knowledge and understanding of the how developmental-ecological variables contribute to stigma, social rejection, and academic and behavioral challenges in school settings.

### **Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity. Other identity groups include, but are not limited to age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

### **Learning Format**

EHD 541 is an online course. Blackboard and Zoom will be the primary delivery formats for course content. A variety of learning opportunities will be provided, including topical lecture videos, online and Zoom discussions, small group case studies, assigned readings, online modules, knowledge checks, and a variety of shorter activity/assignments. Also, each participant will be asked to reflect on the course material in light of his or her own experience working with children and youth in school and community



settings.

### **Basic Expectations**

The basic assumption of this course is that learning results from a continuing process of focused discussion and the application and evaluation of new knowledge. This will take many forms, including activities that require reading, writing, discussing, and applying major concepts and practices related to prevention and intervention in school settings. All participants are expected to master the core principles of preventative behavioral support and intervention, and those evidence-based practices that are identified and discussed as the course progresses.

*Students should view the advanced reading of assigned background materials, course videos, and participation in class discussions and online activities as important, but meeting minimal expectations for productive engagement.*

### **A Few Beginning Ground Rules**

The expression of different opinions and exploration of different points of view is encouraged and will be respected by the instructor and all students enrolled in this course.

Participants must guard against violations of other's privacy. Rules of confidentiality that apply to school situations can easily be breached in discussions about prevention and intervention and student behavior. In the process of discussing the application of all methods addressed in this course, "real-world" examples will provide a rich background for learning. It is critical that no identifying information regarding districts, schools, teachers, parents, or guardians be divulged.

*"Educators who approach discipline as a process of establishing and maintaining effective learning environments tend to be more successful than educators who place more emphasis on their roles as authority figures or disciplinarians."*

*Good & Brophy*

### Course Schedule

Date	Topic(s)	Readings	Written Assignments Due
Week 1 9/1	<p>Course Introduction <i>Overview of the Prevention Orientation</i></p> <p>Rationale for Prevention and Intervention Frameworks: Challenges and opportunities facing schools and communities.</p>		
Week 2	<p>Evolution, Conceptualization, &amp; Methodological Issues Prevention Science in School Settings</p> <p>Creating the context for prevention and intervention</p> <p>What does it mean to be at-risk?</p> <p>Risk and Resilience: Social, developmental, ecological perspective.</p> <p>Why evidence-based matters: Kids and families on the sidelines.</p>	<p>Resource of the Week: Society for Prevention Research <a href="http://www.preventionresearch.org">http://www.preventionresearch.org</a></p> <p><i>Readings:</i> Domitrovich, Bradshaw, Greenberg, Embry, Poduska, &amp; Jalongo, 2009</p> <p>Reynolds &amp; Suh-Ruu Ou, 2016</p> <p>CDC: <a href="https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html">https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html</a></p> <p>Kenny et al., Chap. 1 &amp; 2</p>	<p>Discussion Folder Reflection Paper</p>
Week 3	<p>Multi-Tiered Systems of Support (MTSS)</p> <p>Culturally Responsive Prevention and Intervention</p>	<p>Resource of the Week: Michigan's Integrated Behavior and Learning Support Initiative <a href="https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss">https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss</a></p> <p><i>Readings:</i> Gottfredson et al., 2016 Lembke et al., 2009 Kenny et al., Chap. 3</p>	<p>Discussion Folder Reflection Paper</p>
Week 4	<p>Academic achievement and social Behavior: Two sides to same engagement coin.</p> <p>Thinking in Systems</p>	<p>Resource of the week: SAMSHA <a href="https://www.samhsa.gov">https://www.samhsa.gov</a></p> <p><i>Readings:</i> Merrell &amp; Buchanan, 2006 Schaughency &amp; Ervin, 2006 Kenny et al., Chap. 6</p>	<p>Discussion Folder Reflection Paper</p>
Week 5	<p>Behavioral Problem Solving: Thinking Functionally</p> <p>Making Sense of the Context: Proximal and Distal Setting Events</p> <p>Differential Reinforcement: Widely Used, Poorly Understood.</p>	<p>Resource of the week: CASEL <a href="https://casel.org">https://casel.org</a></p> <p><i>Readings:</i> Hershfeltd, Rosenberg, &amp; Bradshaw, 2010 Allday, 2017 Kenny et al., Chap. 8</p>	<p>Discussion Folder Reflection Paper</p>

Week 6	Evidence-based Social Emotional Learning  SEL and SSI: An Evolving Field	Resource of the week: IES <a href="https://ies.ed.gov/#">https://ies.ed.gov/#</a>	Discussion Folder Guided Reflection Paper
		<i>Readings:</i> Gresham, 2018	
Week 7	Teaching Self-Regulation  Actions, Thoughts, and Feelings in Context  Goal setting and self-management for self-regulation	Resource of the week: What Works Clearing House <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	Discussion Folder Guided Reflection Paper Functional Thinking Assessment and Plan
		<i>Readings:</i> Tharp	
Week 8	Daily Behavior Reports	Resource of the Week: Intervention Central: <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a>	Discussion Folder Teaching Plan
		<i>Readings:</i> <a href="https://dbr.education.uconn.edu">https://dbr.education.uconn.edu</a>	
Week 9	School-based Mental Health Models Prevention and Intervention  School-Based Wrap-around Services  Staying in our lane	Resource of the Week: National Implementation Research Network (NIRN) <a href="http://nirn.fpg.unc.edu">http://nirn.fpg.unc.edu</a>	Discussion Folder Guided Reflection Paper DBR Activity
		<i>Readings:</i> Eber, 2014 Kenny et al., Chap. 10	
Week 10	Schoolwide Approaches and Trends <ul style="list-style-type: none"> <li>• Positive Behavioral Intervention and Support</li> <li>• Trauma-Informed Practices</li> <li>• Restorative Practices</li> <li>• Bullying Prevention Programs</li> </ul> Recalling that part about evidence-based	Resource of the week: Frank Porter Graham Child Development Institute <a href="http://fpg.unc.edu">http://fpg.unc.edu</a>	Discussion Folder Guided Reflection Paper Case Study: Reliable Reliances
		<i>Readings provided by the instructor</i> Kenny et al., Chap. 11	
Week 12	Thanksgiving Break		
Week 13	Fidelity of Implementation <ul style="list-style-type: none"> <li>• Process</li> <li>• Intervention</li> </ul>	Resource of the week: National Implementation Research Network (NIRN) <a href="http://nirn.fpg.unc.edu">http://nirn.fpg.unc.edu</a>	Discussion Folder Guided Reflection Paper Teacher Habits Matrix
		Fixsen, Blasé, Naoom, & Wallace, 2009	
Week 14	Data-Based Decision Making	Center on Response to Intervention <a href="https://rti4success.org/essential-components-rti/data-based-decision-making">https://rti4success.org/essential-components-rti/data-based-decision-making</a>	Discussion Folder Guided Reflection Paper
		<i>Readings:</i> Masseti, Simon, Smith, 2016 O'Connell, Boat & Warner 2009. Chapter 10	
Week 15	Classroom Self-Assessments and Continuous Improvement	Tools and Procedures provided by the instructor. Kenny et al., Chap. 13	Discussion Folder Guided Reflection Paper

## EHD 541 Student Learning Outcomes, Assignments, & Grading Matrix

### **InTASC Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<b>Outcomes: <i>Students will:</i></b>	<b>Assignment</b>	<b>Points</b>
1. Understand the myriad of inter-related risk and protective factors within the developmental-ecological perspective.	Knowledge check	10 Points
	Discussion board	5 Points
2. Articulate a conceptual framework and rationale for prevention and intervention in school settings.	Brief Letter	10 Points
	Discussion board	5 Points
3. Integrate behavioral and academic approaches to promote student engagement.	Guided reflection paper	10 Points
4. Create learning environments that foster positive relationships among students and between students and teachers.	Knowledge check – case studies	10 Points
	Discussion board	5 Points
5. Actively teach positive social behaviors that contribute to social/emotional growth and support academic achievement.	Teaching & implementation plan	10 Points
	Discussion board	5 Points
6. Develop teacher-habits that lead to high rates of positive and educative student feedback.	Teacher habit matrix	10 Points
	Discussion board	5 Points
7. Demonstrate beginning proficiency in using a “functional Thinking Framework” to assess and respond to group and individual behaviors that interfere with learning.	Functional thinking assessment and plan	20 Points
	Discussion board	5 Points
8. Utilize an array of evidence-based positive approaches for addressing interfering behaviors.	Multi-component teaching & implementation plan	10 Points
	Discussion board	5 Points
9. Demonstrate the ability to use pre-correction, opportunities to respond, and active supervision to prevent and intervene with challenging behaviors.	Integrated pre-correction active supervision process	10 Points
	OTR Implementation Plan	10 Points
	Discussion board	5 Points
10. Build positive alliances with parents.	Case Study: Creating reliable alliances collaboration assignment	15 Points
	Discussion board	5 Points
11. Evaluate the evidence-base and comparing	Website review and	15 Points

and contrasting the strengths and limitations of commonly used schoolwide prevention and intervention frameworks (e.g., Positive Behavioral Interventions and Support, Response to Intervention, Olweus Bullying Prevention, Incredible Years, Second Step, and Trauma-Informed Practices).	evaluation activity  Discussion board	5 Points
12. Articulate knowledge and understanding of the how developmental-ecological variables contribute to stigma, social rejection, and academic and behavioral challenges in school settings.	Guided reflection paper  Discussion board	10 Points  5 Points

### **Grading for EHD 541:**

198 - 220 = A

176-197 = B

154-175 = C

132-153 = D

Below 132 = F

### ***Participation = Attendance***

All students are required to actively participate in class during each week of the course. Please contact the instructors if a significant life event occurs or if you anticipate a smaller issue that will temporarily restrict your participation. If you need to speak with the instructor, please email or call using the address and phone numbers listed at the beginning of the syllabus. Each student may earn up to 5 points per week for actively engaging in the discussion folder for that week. Students who do not participate in the discussion board for any given week will be unable to earn the available 5 points. Points for participation in the discussion folder cannot be earned after a given week has passed. Please review the participation rubric posted in the Content section of Blackboard. Cases involving extenuating circumstances will be addressed on an individual basis and at the discretion of the course instructors.

### ***Late Assignments***

Assignments are expected by the due dates unless prior arrangements are made with the instructor. Late assignments will be subject to a 10% loss in points. Assignments that are more than two weeks late will receive a 20% loss in points.

### ***Syllabus Revisions***

Please note, this syllabus is subject to change depending on unforeseen circumstances, student learning needs, and professional judgment of the instructors.

### ***Candidate Standards, Key Assessment Tasks, and Tk-20***

The College of Education and Human Development is transitioning to a new accreditation agency. The COEHD will be utilizing the Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards as the basis for meeting the requirements of our accreditation agency, the Council for the Accreditation of Teacher Preparation (CAEP). These standards convey the learning outcomes expected of teacher degree candidates by the time they receive their degrees. In this course, you are

required to upload your response to the “key assessment task,” identified below, to the Tk-20 data management system. This course is not complete until this requirement has been met. This course will focus on the InTASC Candidate Standards indicated below:

### **InTASC Standard #3: Learning Environments**

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

- The **Key Assessment Task** for this course will be your **Comprehensive Classroom Management Plan**. Failure to upload assignments to Tk20 could result in an incomplete or an unsatisfactory grade that could result in having the student removed from teacher candidacy.
- Additional information will be provided in class and is also available on the Tk-20 link on the College of Education and Human Development Website.

## **UNIVERSITY POLICIES**

### ***Course Schedule Disclaimer (Disruption Clause)***

In the event of disruption of normal classroom activities due to unforeseen circumstances (e.g., H1N1), the format for this course may be modified to enable completion of the course (for example, the course may be delivered online). In that event, you will be provided an addendum to this syllabus that will supersede this version.

### ***Student's Accessibility Statement***

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

### ***Confidentiality Statement***

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:

<http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

### ***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 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.

### ***Sexual Discrimination Reporting***

The University of Maine is committed to making the 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/>

### ***Incomplete Grades***

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

An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. A request for an extension is not approved within the allotted time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the students' advisor (for degree students), Graduate Program Coordinator and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For graduates of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

### ***Non-Discrimination and Non-Sexist Language***

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

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



### ***Use of Electronic Communications***

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link

<http://www.umaine.edu/it/policies/communication.php>

"Any improvement effort begins with determining what you really care about and want to accomplish and then committing yourself to it. You can always develop expertise. First, you must discover your beliefs."

Peter M. Senge

MIT Sloan School of Management

The Art and Practice of the Learning Environment

### **Additional resources for understanding Prevention and Intervention:**

Albee, G. W., & Gullotta, T. P. (1997). *Primary prevention works*. Thousand Oaks, CA: Sage Publications.

Coie, J. D., Watt, N. F., West, S. G., Hawkins, J. D., Asarnow, J. R., Markman, H. J., Ramey, S. L., Shure, M. B., & Long, B. (1993). The science of prevention: A conceptual framework and some directions for a national research agenda. *American Psychologist*, 48, 1013-1022.

Domitrovish, C.E., Bradshaw, C.P., Greenberg, M.T., Embry, D., Poduska, J.M., & Jalongo, N.S. (2009). Integrated models of school-based prevention: Logic and theory. *Psychology in Schools*, 47(1), 71-88.

Greenwood, C. R., Kratochwill, T. R., & Clements, M. (2008). *Schoolwide prevention models: Lessons learned in elementary schools*. New York: Guilford Press.

Jimerson, S.R., Burns, M.K., VanDerHeyden, A.M. (Eds.). (2007). *Handbook of response to intervention: The science and practice of assessment and intervention*. New York, NY: Springer.

Kratochwill, T. R., Albers, C. A., & Shernoff, E. S. (2004). School-based interventions. *Child And Adolescent Psychiatric Clinics of North America*, 13, 885-903.

Lilienfeld, S.O., Lynn, S.J., and Lohr, J.M. (2003). *Science and pseudoscience in clinical psychology*. New York, NY: Guilford.

Masten, A. S. (2001). Ordinary Magic: Resilience Processes in Development. *American Psychologist*, 56, 227-238.

Mihalic, S., Irwin, K., Fagan, A., Ballard, D., & Elliott, D. (2004). Successful program implementation: Lessons from blueprints. *Juvenile Justice Bulletin*, July, 1-11

- Miller, T. W. (2008). *School violence and primary prevention*. New York: Springer.
- Mrazek, P. J., & Haggerty, R. J. (Eds.) (1994). *Reducing risks for mental disorders: Frontiers for preventive intervention research*. (Report of the a study committee of the Institute of Medicine, Division of Behavioral Sciences and Mental Disorders, National Academy Press, available at <http://www.nap.edu>).
- Reiss, D., & Price, R. H. (1996). National research agenda for prevention research. *American Psychologist*, 51, 1109 -1115.
- Reid, J. B., Patterson, G. R., & Snyder, J. J. (2002). *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention*. Washington, DC: American Psychological Association.
- Tolan, P. H., & Dodge, K. A. (2005). Children's mental health as a primary care and concern. *American Psychologist*, 60, 601-614.
- Walker, H. M., & Gresham, F. M. (2014). *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools*. New York: The Guilford Press.
- Weissberg, R. P., Kumpfer, K. L., & Seligman, M. E. P. (2003) Prevention that works for children and youth. *American Psychologist*, 58, 425-432.



## 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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy, School of Learning and Teaching

COURSE DESIGNATOR ELL COURSE NUMBER 577 EFFECTIVE SEMESTER summer 18

COURSE TITLE Curriculum & Assessment in ESL/EFL Contexts

### 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    ☐ Description Change    ☒ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

### **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 1 (FOR NEW COURSE PROPOSALS)

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

This course develops an understanding of the purposes of assessments that inform curriculum development and increase ELL academic language acquisition while also developing high-level, content specific knowledge and skills. Designed for practicing teachers with ELL students in their classes, those seeking Maine's ESL endorsement, or individuals planning to teach EFL overseas. Also suitable for those preparing to teach a second language other than English. 3 credits. Prerequisite: INT 410.

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

- |  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical        | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use: \_\_\_\_\_

**Please see syllabus**

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

Staff including Dr. Jane Smith, Dean Timothy Reagan and doctoral students and adjuncts on occasion

Reason for new course:

For pedagogical reasons, we've consolidated the curriculum (ELL 575/475) and testing and assessment (ELL 580/480) into a single class. This change better reflects the needs of the field and allows us to add a necessary course in language development to graduate certificate (INT 410).

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.

Department of Modern Languages. They support the class and their students take it.

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?

Annually during the academic year and some summers. It will not result in overload payments.



**ELL 477/ELL 577**

**Curriculum & Assessment in ESL/EFL Contexts**

Rachel Groenhout

(207) 581-5435

[rachel.groenhout@maine.edu](mailto:rachel.groenhout@maine.edu)

Office Hours: By appointment

**Primary Delivery Format:** (Online)

**Secondary Format:** (Blackboard)

**Blackboard Site:** <https://www.courses.maine.edu>

IT Help Center: <http://www.umaine.edu/it/helpcenter/>

**Texts:**

1. Echevarria, J., Vogt, M., & Short, D. (2016). *Making Content Comprehensible for English Learners: The SIOP Model*. 5th edition. Boston: Pearson, ISBN: 978-0134045238
2. Gottlieb, Margo. (2016). *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement*. 2<sup>nd</sup> edition. Thousand Oaks, CA: Corwin Press. ISBN: 978-1483381060
3. Brown, H. D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. 2<sup>nd</sup> edition. White Plains, NY: Pearson, ISBN: 978-0138149314
4. Richards, J. C. (2017). *Curriculum Development in Language Teaching*. 2<sup>nd</sup> edition. Cambridge, UK: Cambridge University Press, ISBN: 978-1316625545

**Course Description:**

This course develops an understanding of the purposes of assessments that inform curriculum development and increase ELL academic language acquisition while also developing high-level, content specific knowledge and skills. Designed for practicing teachers with ELL students in their classes, those seeking Maine's ESL endorsement, or individuals planning to teach EFL overseas.

Also suitable for those preparing to teach a second language other than English. 3 credits. Prerequisite: INT 410.

**Course Outcomes:**

This course requires students to look beyond the assigned readings and presented content; students will be asked to draw upon their own prior experiences, and to anticipate (for undergraduate participants) future students' contexts, or to integrate (for graduate students who are practicing educators) current students' contexts.

**In order to prepare for equitable teaching in a diverse society, students must be willing to question their own assumptions and investigate the relationship between students' languages and cultures, and their learning experiences. As a result, some of the course material is sensitive in nature and may be difficult to talk about. For this reason, it is critical that all course participants treat one another with respect; this includes openly considering all viewpoints, and responding constructively.**

Students who participate frequently and deeply in this course, actively engage in online discussions & classroom activities, and complete readings and written assignments on the timeline illustrated in this syllabus, will develop the following understandings and abilities:

1. An understanding of the purposes of assessment that will support curriculum development and increase ELL academic language acquisition while also developing high-level, content-specific knowledge and abilities.
2. Understand reliability and validity and how they affect assessment. The ability to design assessments with reliability and validity appropriate to the assessment context and its purposes.
3. An understanding of the differences between assessment of learning, assessment for learning, and assessment as learning, and the purposes and applications of each.
4. An understanding of the ways assessment informs curriculum design, as well as how assessment informs teachers and students at various points, for various purposes.
5. The ability to design authentic curricula for English Language Learners, and to tailor curriculum based on students' Funds of Knowledge and language proficiency.
6. An understanding of SIOP (Sheltered Instruction Observation Protocol) for English Language Learners, and the ability to design curriculum, instruction, and assessment using the SIOP components.
7. An understanding of the rationale behind authentic curriculum and assessment, and identify the multiple linguistic and cultural variables affecting English Language Learners, as well as appropriate accommodations for instruction and assessment.
8. The ability to integrate a variety of assessment strategies and activities for evaluation in all four language domains (listening, speaking, reading, writing), at varying levels of English proficiency, as well as an understanding that English language proficiency is a holistic combination of skills in the four language domains.
9. Understand the interplay of the TESOL/WIDA English Language Development Standards, Common Core State Standards and the Maine Learning Results when differentiating appropriate assessment applications.

**Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio- economic status, gender, religion, exceptionalities, language, and sexual orientation. The National Council for the Accreditation of Teacher Education (NCATE), identifies these identity groups, along with geographic region, in its definition of diversity. Other identity groups include, but are not limited to: age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

**Learning Format:**

The online course opens on January 22, 2018 and closes on May 11, 2018. A variety of learning opportunities will be provided in this hybrid online-plus-workshops course, including: lecture/discussions, small group work, assigned readings, online modules, reflective writing, and a curriculum development project.

In-person course dates are noted on the week-by-week course outline below. In-person sessions will be held on Saturdays during the semester on the UMaine campus (Room 313, Shibles Hall).

This course will display all materials and communication on Blackboard, which is an online course management system available through the University of Maine System. The Blackboard web address is: [www.courses.maine.edu](http://www.courses.maine.edu).

All email communication will be sent directly through Blackboard. Blackboard does not have a place where you can go to read your E-mail so you will need to be able to access your '@maine.edu' account. You can use the UMS Mail Server (<http://mail.maine.edu>) to check or forward email generated in Blackboard to your preferred email account. Please be sure to take the appropriate steps needed to be able to read/receive these emails.

To Read this account: If you decide to read this email account in addition to the other email accounts that you may have, follow the steps below:

1. The web address is <http://mail.maine.edu/>
2. Under Web Access to Mail, click on "login to UMS webmail"
3. Login using the username and password that you use to login to Blackboard.

To Forward this account: If you decide to forward this email account to an email account that you read more frequently, follow the steps below:

1. The web address is <http://mail.maine.edu/>
2. Under UMS User Account Management, click "change the destination of email sent to your @Maine.edu address."
3. Login using the username and password that you use to login to Blackboard.
4. Click the choice labeled: "Change to the following address(es)"



- and enter the email address of your choice
5. Click "change forwarding"
  6. A message will appear stating "Mail forwarding set as requested."

**Technology Requirements and Support:**

1. Internet access: Access to a computer with a Java compliant browser, such as Chrome, Firefox, or Internet Explorer. If you do not have a computer at home with a connection to the Internet, Web access is available at the University College Centers, University of Maine System campuses, and many public libraries. (A broadband/high speed Internet access is recommended, but dialup Internet access will also work but will be much slower.)
2. Students will need to be able to perform basic tasks such as: downloading a PDF viewer program such as Adobe Acrobat (available free of charge at <http://www.adobe.com/products/acrobat/readstep2.html>); be able to send and read email; and access the web.
3. With any technical issues you encounter, please contact your instructor first. If I cannot help you, I will refer to you UMaine technical support, but it is helpful for me to know what issues have arisen so that we can adjust, and many issues I can help you with directly. Technical Support can be reached by telephone or by email 1-800- 696-4357 (HELP) or [techsupport@maine.edu](mailto:techsupport@maine.edu).

**Basic Expectations**

- Course participants should engage frequently with course materials and with fellow participants and instructor. Specific guidelines for each week will be posted in Blackboard, but it is expected that students will log into the course space and engage with participants and materials multiple times per week.
- Course participants should be open to perspectives, experiences, and cultures that differ from their own.
- Course participants should engage in open and constructive dialogue.
- Course participants should contact the instructor by email or telephone with any questions or concerns at all. I am more than happy to answer questions, to schedule in-person conversations, and to work through the course content together with participants.

### *Course Schedule*

<b>Date</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1 In person: Jan. 27th	Introduction: -WIDA Standards & ACCESS -Local & international contexts -What is language? What are its roles in education? -BICS & CALP -Curriculum for ELL, ESL, EFL contexts; bilingual programs	Assessing English Language Learners, ch. 1 & ch. 2 -Weblinks: WIDA, TESOL, CEFR, ACTFL -Mencken, 2014 -Roessingh, 2005	-Pre-Course Survey -Statement of Goals
Week 2 Online Feb. 3rd	-Types & Functions of Assessment --Language Tests --Language Assessment --Role of language in content testing & assessment -Assessment of, for, and as learning -Curriculum, Instruction, and Assessment -Funds of Knowledge	-Language Assessment, ch. 1 & ch. 2 -Moll, Amanti, Neff & Gonzalez, 1992	-Reflection: assessment experiences & identification of purposes
Week 3 In person: Feb. 10th	Assessing Speaking -Microskills & Macroskills -Authenticity & engagement -Beyond the threshold of comprehensibility	-Language Assessment, ch. 8 -Weblinks: WIDA, ACCESS, Speaking Proficiency	Draft Opening & Concept Map for Autoethnography: Funds of Knowledge
Week 4 Online: Feb. 17th	-Assessing Listening -Microskills & Macroskills -Authenticity & engagement -Beyond the threshold of comprehension	-Language Assessment, ch. 7 - Weblinks: WIDA, ACCESS, Listening Proficiency	Sample Assessments: Speaking & Listening
Week 5 Online: Feb. 24th	-Assessing Writing -Microskills & Macroskills -Authenticity & engagement -Beyond the threshold of comprehensibility	-Language Assessment, ch. 10 - Weblinks: WIDA, ACCESS, Writing Proficiency	Sample Assessment: Writing Full Draft: Autoethnography: Funds of Knowledge

Week 6 Online: March 3rd	-Assessing Reading -Microskills & Macroskills -Authenticity & engagement -Beyond the threshold of comprehension	-Language Assessment, ch. 9 - Weblinks: WIDA, ACCESS, Reading Proficiency	Sample Assessment: Reading
Week 7 Online: March 10th	-Integrative nature of language -Assessing language holistically -Interaction & Negotiation of Meaning -Instructional purposes of assessment Reflection on Assessment for learning: Integrating Funds of Knowledge & language proficiency -Comprehensible Input & ZPD	-Assessing English Language Learners, ch. 4 -Wong Fillmore, 2014	Reflection: assessment for learning
<b>Week 8 Spring Break March 17<sup>th</sup></b>			
Week 9 In person: March 24th	Curriculum Design: -Standards/School-District Program -Funds of Knowledge -Language Proficiency -Objectives (Content & Language)	-Assessing English Language Learners, pp. 123-133 -Curriculum Development in Language Teaching, Intro & Ch. 1	Final Draft Autoethnography: Funds of Knowledge
Week 10 Online: March 31st	-Context & Curriculum -Curriculum Aims & Outcomes	-Curriculum Development in Language Teaching, Ch. 5 & Ch. 6	Concepts for three Curriculum Units
Week 11 Online: April 7th	Course Planning	-Curriculum Development in Language Teaching, Ch. 7 & Ch. 8 -Assessing English Language Learners, ch. 6	-Choose one Curriculum Unit -Write a purpose statement for Curriculum Unit, situating it in students' content learning, Funds of Knowledge, and language proficiency
Week 12 Online: April 14th	-Unit Design: -Content Selection & Preparation	-Making Content Comprehensible, ch. 2 & ch. 3 -Assessing English Language Learners, ch. 5	-Draft one lesson plan: focus on objectives, activities, and language
Week 13	-Unit Design:	-Making Content	-Draft second lesson plan:

Online: April 21st	-Comprehensible Input -Strategies -Interaction	Comprehensible, ch. 4, ch. 5, ch. 6	-Focus on objectives, activities, language, planned and potential modifications, strategies -Add planned and potential modifications & strategies to lesson plan 1
Week 14 In person: April 28th	Unit Design: -Practice & Application -Lesson Delivery -Review & Assessment	-Making Content Comprehensible, ch. 7, ch. 8, ch. 9 -Assessing English Language Learners, ch. 7	-Present Curriculum Unit & lesson plans 1, 2, & 3 -Draft third lesson plan: focus on objectives, activities, language, planned & potential modifications, strategies, delivery, and assessment -Add delivery and assessment to lesson plans 1 & 2
Week 15 Online: May 5th	Synthesis	No new reading; usage of course readings and materials to inform final assignments	Revised lesson plans Draft Final Reflection
Finals Week	Final Assignments	No new reading; usage of course readings and materials to inform final assignments	Final Curriculum Unit Final Reflection

### Student Learning Outcomes

<b>InTASC Standard #2:</b> Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Outcomes: <i>Students will:</i> <i>Course Outcomes #5 &amp; #7</i>	Assignment: Autoethnography (20%)
<b>InTASC Standard #6:</b> Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Outcomes: <i>Students will: Course</i> <i>Outcomes #1, #2, #3, #4,</i> <i>#8</i>	Assignment: Sample Assessments (20%) Final Reflection (10%)
<b>InTASC Standard #7:</b> Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	

Outcomes: <i>Students will:</i> <i>Course Outcomes #4, #5, #6, #7</i>	Assignment: Curriculum Unit (30%)
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<i>Assignments and Grading</i>
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<b>Written Reflections &amp; Discussions; Participation</b>	<b>20 Points</b>
<b>Autoethnography: Funds of Knowledge</b>	<b>20 Points</b>
<b>Sample Assessments</b>	<b>20 Points</b>
<b>Curriculum Unit</b>	<b>30 Points</b>
<b>Final Reflection</b>	<b>10 Points</b>
<b>Total</b>	<b>100 Points</b>

#### **Written Reflections & Discussions:**

Throughout the course, written reflections will be assigned, as well as engagement in online discussions (through Blackboard). Prompts and questions will be shared at the beginning of the week, and a rubric for evaluation of engagement will be shared as well. These reflections and discussions are intended to engage all course members in an open-minded, critical, reflective processing of course materials and content items. While this written work is informal in nature, it should adhere to classroom standards of engagement by being respectful of all individuals and ideas. For in-person sessions, active participation is also expected.

#### **Autoethnography: Funds of Knowledge:**

This assignment provides an opportunity for course participants to reflect on their own community's Funds of Knowledge. This assignment is personal in nature, professional in scope, and formal in format, and is designed to make more explicit course participants' prior experiences, and how those prior experiences shape their current practices. The exercise of closely examining one's own Funds of Knowledge is expected to inform current and future educators' understandings and integration of their students' Funds of Knowledge into classroom experiences.

#### **Sample Assessments:**

These assessments will be designed during the first half of the course, with an eye towards targeting each of the language skills in isolation. Creating these assessments is done with a focus on *assessment for learning*: what are the language skills of our students in each language domain? How does their overall language proficiency stem

from the discrete language skills, and how do we pinpoint language skills across BICS and CALP? These discrete understandings of students' language proficiency in each domain come together into a holistic view of students' overall linguistic profile, which should then be used to inform course planning and instruction.

### **Curriculum Unit:**

Using principles from course readings, and grounding the unit within students' anticipated Funds of Knowledge and anticipated language proficiency as assessed by sample assessments, course participants will design a curriculum unit over the course of several weeks, and present it to fellow course participants during the final in-person meeting. The unit will use assessment for learning in its design, and assessment of learning in its assessment sections. The unit will include reflection and rationales for its design, including in what ways assessment as learning could exist.

### **Final Reflection:**

During the final two weeks of the course, participants will synthesize their thoughts on curriculum and assessment into a final reflection. Key questions to guide this reflection will include the interplay of assessment

& curriculum, the integrative nature of language, assessment authenticity & contextualized curriculum, and purposes of assessment. Key lenses through which these questions may be considered include Funds of Knowledge, Comprehensible Input, Language as Learning Vehicle, and the distinctions assessment of learning, assessment for learning, and assessment as learning.

### **Course Grading Scale:**

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	F = 59-0

### **Attendance**

All students are required to attend all classes, unless prior arrangements are made with the instructor. In the event of a true emergency, common courtesy indicates that students will notify their instructor as soon as possible via email. If you need to speak with the instructor please email or call using the address and phone numbers listed at the beginning of the syllabus. Poor attendance, as defined by three or more absences, has the potential to significantly lower one's grade in the course. Cases involving extenuating circumstances will be addressed on an individual basis and at the discretion of the course instructors.

### ***Incomplete Grades (Undergraduate Students):***

**I**, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are

persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class. If the incomplete work is not submitted within the time allotted by the faculty member, the grade will automatically be changed to an "F" grade. Students receiving an "I" grade are not allowed to re-register for the same course until the incomplete has been made up or converted to an "F" grade. A student receiving an "I" grade may not make up missed work by sitting-in on the course the next time it is taught. Refer to the Incomplete Grade and Graduation section below.  
Source: <http://catalog.umaine.edu/content.php?catoid=70&navoid=2307>

***Incomplete Grades (Graduate Students):***

For graduate students: Incomplete grades: A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work. Refer to the Student Handbook (<http://www.umaine.edu/handbook>) for more information on the Incomplete Policy.

**Confidentiality Statement:**

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:  
<http://catalog.umaine.edu/content.php?catoid=70&navoid=2308>

**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.

***College of Education and Human Development Policies:***

**Tk-20 Online Data Management System**

Your requirements in this course will include the electronic submission of specific key assignment artifacts using the Tk-20 system. All students enrolled in degree programs that receive accreditation from NCATE are required to have a TK20 account and upload key assessments. Additional information will be provided in classes that have assessments as well as on the Tk-20 link on the College of Education and Human Development Website.  
<http://umaine.edu/edhd/student-services/tk20-information/>



## 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.

### **Students with disabilities statement:**

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

### ***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 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/>

Date: February 20, 2018

To: Grad Board

From: Timothy Reagan, Dean *TGR*

Re: Graduate Course Proposal – ELL 577

Jim Artesani is out of the office for an unexpected medical emergency and is unable to sign this course proposal. I have reviewed this course proposal and have signed accordingly to indicate my approval.

Should you have any questions or concerns, please do not hesitate to contact me.

College of Education and  
Human Development

Graduate Course Proposal Routing Slip

Date: 2/16/2018

From: School of Learning and Teaching  
**College of Education of Education &  
Human Development**

Item: **Course Proposals** (Write in Course Designator & Title of Course)

Example: *EHD 510*

*Introduction to Educational Research*

ELL 577      Curriculum and Assessment in ESL/EFL Contexts

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\_\_\_\_\_

\* \* \* \* \*

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

- Initial  
Here
1. ✓ Susan Bennett-Arminstead, Program Chair
  2. ✓ Mary Ellin Logue, School Director
  3. ✓ COEHD Curriculum Committee
  4. \_\_\_\_ Jim Artesani, Associate Dean of Accreditation & Graduate Affairs
  5. ✓ Tim Reagan, Dean
  6. \_\_\_\_ Grad Board



## 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](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy/ University Training Center for Reading Recovery

COURSE DESIGNATOR EEL COURSE NUMBER 578 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE Scaffolding Student Learning Through Differentiation

and Contingent Teaching I

### 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 ☐ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

### **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) Mary E. F.

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

Shemie L. Dale

College Dean(s)

[Signature]

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)**

### **Course Description and Goals**

This course is the first of a two-part training that provides participants with the opportunity to gain in-depth knowledge and skill in designing and implementing instruction for students experiencing difficulty in literacy learning. The course will focus on differentiating reading and writing instruction in the classroom setting. In order to help classroom teachers respond to the unique needs of a diverse range of struggling learners, the course will include techniques for identifying struggling literacy learners, using assessments to identify students' needs and monitor their progress, forming and working with small groups effectively, and using a range of teaching strategies to best meet the needs of these learners.

**Pre-requisite:** Successful completion of EEL 561/562 Literacy Processing (or equivalent).

**Course Credit:** 3 graduate credits.

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Clay, M. M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.; Dorn, L. J. & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse.; Frost, S. (2014). *Rethinking intervention: Supporting struggling readers and writers in grades 3-6 classrooms*. Holden, ME: Choice Literacy; Landigran, C. & Mulligan, T. (2013).

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

Dr. Sharon Greaney, Reading Recovery/Comprehensive Intervention Model Teacher Leader, Old Town Elementary School. Sharon piloted this course in 2016-2017 and 2017-2018. The course could also be offered by other teacher leader adjunct instructors in the future.

Reason for new course:

To meet the needs of classrooms teachers across the state in identifying struggling literacy learners, using assessment to determine student needs, and monitoring response to differentiated and contingent instruction. The course supports classroom teachers in application of a theory of literacy processing (prerequisite course) within small group or individual instruction in literacy.

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 builds on the Literacy Processing: Exploring How Children Learn to Read and Write, Part I (EEL 561) and Part II (EEL 562), which is taken by many classroom teachers through the University Training Center for Reading Recovery, in assisting teachers in applying work in literacy interventions to their core business of classroom instruction.

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?

Offered in fall semesters annually. No overload required.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

## **EEL 578 Scaffolding Student Learning Through Differentiation and Contingent Teaching I 2018-2019**

**University Trainer:** Dr. Lori Taylor  
College of Education and Human Development  
5766 Shibles Hall, Orono, ME 04469 (207) 542-5160  
[lori.taylor@maine.edu](mailto:lori.taylor@maine.edu)

**Instructor** Dr. Sharon Greaney  
Old Town Elementary School  
(207) 825-4821 [sgreaney@aol.com](mailto:sgreaney@aol.com)

**Course Time/Location** Old Town Elementary School

**Class Schedule** Thursdays, 4:00-7:00 PM

**Pre-requisite:** Successful completion of EEL 561/562 Literacy Processing (or equivalent).

**Course Credit:** 3 graduate credits.

### **Course Description and Goals**

This course is the first of a two-part training that provides participants with the opportunity to gain in-depth knowledge and skill in designing and implementing instruction for students experiencing difficulty in literacy learning. The course will focus on differentiating reading and writing instruction in the classroom setting. In order to help classroom teachers respond to the unique needs of a diverse range of struggling learners, the course will include techniques for identifying struggling literacy learners, using assessments to identify students' needs and monitor their progress, forming and working with small groups effectively, and using a range of teaching strategies to best meet the needs of these learners.

**Course Objectives and Learning Outcomes**

Upon completion of this year long course educators will:

- Develop an understanding of students' diverse learning strengths and needs.
- Explore theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners.
- Begin to identify differences in approaches to learning and performance and know how to design instruction that employs each learner's strengths to promote growth.
- Explore a wide range of instructional practices, approaches, and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds.
- Develop knowledge of the major components of literacy (phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency and comprehension strategies) and how they are integrated into fluent reading and writing.
- Explore a range of types of assessments and how to select and use appropriate assessments to address specific learning goals.
- Develop an understanding of how to analyze assessment data to understand patterns and gaps in learning, guide planning and instruction, and to provide meaningful feedback to all learners.
- Explore the strengths and needs of individual learners and how to plan instruction that is responsive to those strengths and needs.
- Develop knowledge of a range of instructional strategies, practices, and approaches to meet diverse learning needs.
- Explore strategic processing and the importance of strategic activity within a constructive, problem-solving approach to classroom literacy learning.
- Critically reflect upon and evaluate personal teaching competencies with a diverse range of learners.
- Explore use of data to analyze practice and differentiate instruction accordingly.

**Course Topics**

Topics covered during individual classes will depend on the needs of the class as determined by the instructor in collaboration with participants.

Areas of exploration and discussion will promote a deeper understanding of:

- Provision of instructional scaffolds and levels of scaffolding
- Contingent instruction for students experiencing difficulty in literacy learning
- Assessment and progress monitoring of students with diverse learning patterns
- Administration and analysis of running records to inform contingent instruction
- Use of diagnostic assessments in planning instruction for diverse learners
- Teaching for strategic activity with students experiencing difficulty
- Balanced literacy with regard to differentiated instruction
- Teaching of reading in small groups including varied layers of support

- Differentiation of word study to meet the needs of all learners
- Observation and recording of changes in literacy learning over time
- Text selection for differentiation and contingent instruction
- Teacher language that fosters engagement and motivation for all learners
- Collaboration with interventionists to support students experiencing difficulty

**Required Texts**

- Clay, M. M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Dorn, L.J. & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse
- Frost, S. (2014). *Rethinking intervention: Supporting struggling readers and writers in grades 3-6 classrooms*. Holden, ME: Choice Literacy.
- Landrigan, C. & Mulligan, T. (2013). *Assessments in perspective: Focusing on the reader behind the numbers*. Portland, ME: Stenhouse.

**Additional Readings**

Articles and other readings will be assigned as the course is carefully matched to the needs of the class.

**Assignments**

1. Develop a teaching portfolio that includes teaching plans for lessons in reading, writing and word study. Each plan will explain how and why the group was formed, a lesson plan, description of differentiated instruction, lesson assessment and a reflection of your teaching. (20%)
2. Complete an action research project.
  - a. Research a topic related to differentiated literacy instruction that interests you. (15%)
  - b. Test your ideas as you teach students who are experiencing difficulty in literacy learning.
  - c. Record your findings and any new questions. (15%)
3. Read all assigned materials prior to class and actively participate in whole-group and small group sessions. (20%)
4. Write a reflection of your learning at the mid-point and the end of the course. Consider class readings, your discussions with colleagues, and your professional experiences during this course that reflects your insights and new learning gained from your teaching. (15%)
5. Lead a seminar discussion on assigned topic/topic of interest related to differentiating instruction or contingent teaching. (15%)



**Grades**

Teaching Portfolio	20%
Action Research Project	15%
Project Presentation	15%
Class Participation	20%
Reflections	15%
Leading Seminar	15%

A 93-100%   A- 90-92%   B+ 87-89%   B 83-86%   B- 80-82%   F less than 80%

**Incomplete grades**

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**Action Research Project**

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Standards InTASC & ISTE Standards-T)	Performance Levels & Ratings				Unsatisfactory
	Distinguished	Proficient	Basic	Unsatisfactory	
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<b>TEACHING PRACTICE:</b> Teaching Portfolio					
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<b>InTASC</b> <b>LEADERSHIP AND COLLABORATION:</b> Leading Seminar					
<b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.	Leadership of seminar session demonstrates a deep understanding of differentiated instruction and contingent teaching through leadership of discussion and activities that apply theory to practice, advancing the learning of all participants.  15	Leadership of seminar session demonstrates an understanding of differentiated instruction and contingent teaching through leadership of discussion and activities that apply theory to practice, adding to the learning of all participants.  12	Leadership of seminar session demonstrates some understanding of differentiated instruction and contingent teaching through leadership of discussion and activities that somewhat link theory to practice, and may or may not add to the learning of all participants.  10	Leadership of seminar session fails to demonstrate understanding of differentiated instruction and contingent teaching through leadership of discussion and activities, and does not link theory to practice.  8	

InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>APPLICATION OF CONTENT:</b> Action Research Project				
<b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The action research clearly and succinctly demonstrates that the teacher systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction that is meaningful and relevant to learners.	The action research demonstrates that the teacher uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction that is meaningful and relevant to learners.	The action research demonstrates that the teacher may use information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction.	The action research does not demonstrate use of information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction.
Project	15	12	10	8
Presentation	15	12	10	8
InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>PROFESSIONAL LEARNING:</b> Class Participation				
<b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Participation in class discussions and activities demonstrates that the teacher systematically and consistently engages in ongoing professional learning and continually evaluates his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Participation in class discussions and activities demonstrates that the teacher consistently engages in ongoing professional learning and continually evaluates his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Participation in class discussions and activities demonstrates that the teacher somewhat engages in ongoing professional learning and may evaluate his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Participation in class discussions and activities does not demonstrate that the teacher engages in ongoing professional learning, does not evaluate his/her own choices and actions using evidence of effects on others, and/or does not adapt practice to meet the needs of each learner.
Reflections of Learning	20	16	12	10
<b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
Reflections of Learning	15	12	10	8



## 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](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy/ University Training Center for Reading Recovery

COURSE DESIGNATOR EEL COURSE NUMBER 579 EFFECTIVE SEMESTER Spring 2019

COURSE TITLE Scaffolding Student Learning Through Differentiation

and Contingent Teaching II

### 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    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

### **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 1 (FOR NEW COURSE PROPOSALS)**

### **Course Description and Goals**

This course is the second of a two-part training that provides participants with the opportunity to gain in-depth knowledge and skill in designing and implementing instruction for students experiencing difficulty in literacy learning. The course will focus on differentiating reading and writing instruction in the classroom setting. In order to help classroom teachers respond to the unique needs of a diverse range of struggling learners, the course will include techniques for identifying struggling literacy learners, using assessments to identify students' needs and monitor their progress, forming and working with small groups effectively, and using a range of teaching strategies to best meet the needs of these learners.

**Pre-requisite:** EEL 578, Scaffolding Student Learning through Differentiation and Contingent Teaching I. **Course Credit:** 3 graduate credits.

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Clay, M. M. (2015). *Becoming Literate: The construction of inner control*. Portsmouth, NH: Heinemann.; Dorn, L. J. & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, ME: Stenhouse. ; Frost, S. (2014). *Rethinking intervention: Supporting struggling readers and writers in grades 3-6 classrooms*. Holden, ME: Choice Literacy.; Landigran, C. & Mulligan, T. (2013). *Assessments in perspective: Focusing on the reader behind the numbers*. Portland, ME: Stenhouse.

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

Dr. Sharon Greaney, Reading Recovery and Comprehensive Intervention Model Teacher Leader, Old Town Elementary School. Sharon piloted this course in 2016-2017 and 2017-2018. The course could also be offered by other teacher leader adjunct instructors in the future.

Reason for new course:

To meet the needs of classroom teachers across the state in identifying struggling literacy learners, using assessment to determine student needs, and monitoring response to differentiated and contingent instruction. The course supports classroom teachers in application of a theory of literacy processing (prerequisite course) within small group or individual instruction in literacy.

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 builds on the *Literacy Processing: Exploring How Children Learn to Read and Write, Part I (EEL 561) and Part II (EEL 562)*, which is taken by many classroom teachers through the University Training Center for Reading Recovery in assisting teachers in applying work in literacy interventions to their core business of classroom instruction.

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?

Offered in spring semester annually. No overload required.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**EEL 579 Scaffolding Student Learning Through Differentiation  
and Contingent Teaching II  
2018-2019**

**University Trainer:** Dr. Lori Taylor  
College of Education and Human Development  
5766 Shibles Hall, Orono, ME 04469 (207) 542-5160  
[lori.taylor@maine.edu](mailto:lori.taylor@maine.edu)

**Instructor** Dr. Sharon Greaney  
Old Town Elementary School  
(207) 825-4821 [sgreaney@aol.com](mailto:sgreaney@aol.com)

**Course Time/Location** Old Town Elementary School

**Class Schedule** Thursdays 4:00-7:00 PM

**Pre-requisite:** EEL 578, Scaffolding Student Learning through Differentiation and Contingent Teaching I.

**Course Credit:** 3 graduate credits.

**Course Description and Goals**

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**Course Objectives and Learning Outcomes**



Upon completion of this year long course educators will:

- **Demonstrate** an understanding of students' diverse learning strengths and needs.
- **Apply** theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners.
- Understand and identify differences in approaches to learning and performance and know how to design instruction that employs each learner's strengths to promote growth.
- **Apply** a wide range of instructional practices, approaches, and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds.
- **Demonstrate** knowledge of the major components of literacy (phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency and comprehension strategies) and how they are integrated into fluent reading and writing.
- **Understand** a range of types of assessments and how to select and use appropriate assessments to address specific learning goals.
- **Demonstrate** an understanding of how to analyze assessment data to understand patterns and gaps in learning, guide planning and instruction, and to provide meaningful feedback to learners.
- **Understand** the strengths and needs of individual learners and how to plan instruction that is responsive to those strengths and needs.
- **Demonstrate** knowledge of a range of instructional strategies, practices, and approaches to meet diverse learning needs.
- **Understand** strategic processing and the importance of strategic activity within a constructive, problem-solving approach to literacy learning.
- **Critically reflect** upon and evaluate personal teaching competencies with a diverse range of learners.
- **Understand** how to use learner data to analyze practice and differentiate instruction accordingly.

### Course Topics

Topics covered during individual classes will depend on the needs of the class as determined by the instructor in collaboration with participants.

Areas of exploration and discussion will promote a deeper understanding of:

- Provision of instructional scaffolds and levels of scaffolding
- Contingent instruction for students experiencing difficulty in literacy learning
- Assessment and progress monitoring of students with diverse learning patterns
- Administration and analysis of running records to inform contingent instruction
- Use of diagnostic assessments in planning instruction for diverse learners
- Teaching for strategic activity with students experiencing difficulty
- Balanced literacy with regard to differentiated instruction

- Teaching of reading in small groups including varied layers of support
- Differentiation of word study to meet the needs of all learners
- Observation and recording of changes in literacy learning over time
- Text selection for differentiation and contingent instruction
- Teacher language that fosters engagement and motivation for all learners
- Collaboration with interventionists to support students experiencing difficulty

### Required Texts

- Clay, M. M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
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### Additional Readings

Articles and other readings will be assigned as the course is carefully matched to the needs of the class.

### Assignments

1. Develop a teaching portfolio that includes teaching plans for lessons in reading, writing and word study. Each plan will explain how and why the group was formed, a lesson plan, description of differentiated instruction, lesson assessment and a reflection of your teaching. Hand in at the end of each semester. (20%)
2. Complete an action research project. (Begin fall semester; Present findings at the end of spring semester.)
  - a. Research a topic related to differentiated literacy instruction that interests you. Prepare a 4 to 5-page summary of your findings. (15%)
  - b. Apply your findings as you teach students who are experiencing difficulty in literacy learning.
  - c. Present your findings to your colleagues in class at the end of class. (15%)
3. Read all assigned materials prior to class and actively participate in whole-group and small group sessions. (20%)
4. Write a reflection of your learning at the end of each semester. Consider class readings, your discussions with colleagues, and your professional experiences during this course that reflects your insights and new learning gained from your teaching. (15%)
5. Lead a seminar discussion on assigned topic/topic of interest related to differentiating instruction or contingent teaching (Spring semester). (15%)

### Grades

Teaching Portfolio	20%
Action Research Project	15%
Project Presentation	15%
Class Participation	20%
Reflections	15%
Leading Seminar	15%

A 93-100% A- 90-92% B+ 87-89% B 83-86% B- 80-82% F less than 80%

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# Scaffolding Student Learning Through Differentiation and Contingent Teaching

4/25/17

Standards InTASC & ISTE Standards-T)	Performance Levels & Ratings				Unsatisfactory
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<b>InTASC</b> <b>LEADERSHIP AND COLLABORATION:</b> Leading Seminar	Distinguished	Proficient	Basic	Unsatisfactory	
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# Scaffolding Student Learning Through Differentiation and Contingent Teaching

4/25/17

InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>APPLICATION OF CONTENT:</b> Action Research Project  <b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The action research clearly and succinctly demonstrates that the teacher systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction that is meaningful and relevant to learners.	The action research demonstrates that the teacher uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction that is meaningful and relevant to learners.	The action research demonstrates information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction.	The action research does not demonstrate use of information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning and reflecting upon instruction.
<b>Project</b>  <b>Presentation</b>	15  15	12  12	10  10	8  8
InTASC	Distinguished	Proficient	Basic	Unsatisfactory
<b>PROFESSIONAL LEARNING:</b> Class Participation  <b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Participation in class discussions and activities demonstrates that the teacher systematically and consistently engages in ongoing professional learning and continually evaluates his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.  20	Participation in class discussions and activities demonstrates that the teacher consistently engages in ongoing professional learning and continually evaluates his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Participation in class discussions and activities demonstrates that the teacher somewhat engages in ongoing professional learning and may evaluate his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Participation in class discussions and activities does not demonstrate that the teacher engages in ongoing professional learning, does not evaluate his/her own choices and actions using evidence of effects on others, and/or does not adapt practice to meet the needs of each learner.
<b>Reflections of Learning</b>  <b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Reflections demonstrate that the teacher systematically, consistently, and continually evaluates his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.  15	Reflections demonstrate that the teacher may evaluate his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Reflections demonstrate that the teacher may evaluate his/her own choices and actions using evidence of effects on others, and adapts practice to meet the needs of each learner.	Reflections do not demonstrate that the teacher evaluates his/her own choices and actions using evidence of effects on others, and/or does not indicate adaptation of practice to meet the needs of each learner.
	15	12	10	8





## 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](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy/University Training Center for Reading Recovery

COURSE DESIGNATOR EEL COURSE NUMBER 646 EFFECTIVE SEMESTER Fall 2018

COURSE TITLE Dyslexia Studies within a Literacy Processing Framework I

### 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):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Designator Change | <input type="checkbox"/> Description Change  | <input type="checkbox"/> Cross Listing (must be at least 400-level) <sup>1</sup> |
| <input type="checkbox"/> Number Change     | <input type="checkbox"/> Prerequisite Change | <input type="checkbox"/> Other (specify) _____                                   |
| <input type="checkbox"/> Title Change      | <input type="checkbox"/> Credit Change       |  |

### **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) W. J. F. F.

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

Shawn L. F.  
College Dean(s)

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)**

### **Course Description and Goals**

This course is the first in a two-part training designed for educators and support personnel who are familiar with a theory of literacy processing and who want to extend their knowledge of the development of effective reading and writing processes, deepening their expertise in supporting students with literacy learning difficulties in various instructional settings. The course offers a combination of seminar and clinical experience, to facilitate application of theory to practice.

**Pre-requisites:** Completion of at least one of the following courses:

EEL 596/597 Reading Recovery teacher training OR EEL 598/599 Literacy Lessons teacher training OR EEL 561/562 Literacy Processing OR equivalent

**AND** EEL 652/653 Intervention Designs for Struggling Learners (or equivalent)

**Course Credit:** 3 graduate credits

☐ Applied Music

☒ Clinical

☐ Field Experience/Internship

☐ Research

☐ Studio

☐ Laboratory

☒ Lecture/Seminar

☐ Recitation

☐ Independent Study

☐ Thesis

Text(s) planned for use:

## **Please see syllabus**

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

Anne Jordan (Reading Recovery teacher leader) has piloted this course and will continue to offer it. Other Reading Recovery teacher leaders may be fully trained to offer it in the future.

Reason for new course:

In response to needs in schools and districts, given the new laws for dyslexia screening in public schools, classroom and literacy intervention teachers request professional knowledge to support work with children demonstrating various learning competencies and challenges in literacy learning.

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.

As this course reflects a literacy processing theory of teaching and learning and layers onto other courses offered in our unit, other programs/departments are not affected.

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?

This course will be offered yearly, each fall, followed by part two in spring semesters.



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

### **EEL 646 Dyslexia Studies within a Literacy Processing Framework I 2018-2019**

**University Trainer** Dr. Lori Taylor  
College of Education and Human Development  
5766 Shibles Hall Orono, ME 04469 207-542 5160  
[lori.taylor@maine.edu](mailto:lori.taylor@maine.edu)

**Teacher Leader** Anne Jordan  
Ridge View Community School  
175 Fern Road  
Dexter, ME 04930  
207-249-4307

**Class Location** Room 204 Shibles Hall, Orono, Maine

**Class time** Tuesday, 5:00-8:00

**Pre-requisites:** Completion of at least one of the following courses:  
EEL 596/597 Reading Recovery teacher training OR EEL 598/599 Literacy Lessons  
teacher training OR EEL 561/562 Literacy Processing OR equivalent  
**AND** EEL 652/653 Intervention Designs for Struggling Learners (or equivalent)

**Course Credit:** 3 graduate credits

#### **Course Description and Goals**

This course is the first in a two-part training designed for educators and support personnel who are familiar with a theory of literacy processing and who want to extend their knowledge of the development of effective reading and writing processes, deepening their expertise in supporting students with literacy learning difficulties in various instructional settings. The course offers a combination of seminar and clinical experience, to facilitate application of theory to practice.

Through observation of teaching and learning, and daily teaching of students, participants will learn how to observe, record, analyze and respond to students' literacy behaviors to promote optimal literacy learning across contexts. During collaborative observation, as well as discussion and reflection on learning and teaching, participants will draw on theories that deepen their insights into literacy acquisition and contingent teaching which powers accelerated learning at various developmental levels. Through active participation in seminar sessions, participants will deepen understanding of literacy processing theory and its application in various instructional settings.

Areas of investigation will include: a theory of literacy processing with an understanding of what it means to be a literate human being cognitively, emotionally and socially; understanding of individual differences in learning; literacy assessment and use of data to inform instructional decisions; the role of oral language in listening, speaking, reading and writing; text choice; teacher language and actions to support independence and transfer; evaluating the effectiveness of literacy teaching and learning; effective communication within an education context.

Particular attention will be paid to current theory and research around topics such as literacy processing theory, neurological processes related to literacy learning, using data to inform instruction, and contingent teaching. Exploration of these topics is designed to help educators understand how individual students develop efficient literacy processing systems and how to observe and teach to each student's individual strengths and needs across content areas.

Particular attention will also be given to provide practicing teachers and other educational professionals with an introduction to Dyslexia, the myths and politics associated with the history of dyslexia, an overview of Maine law relating to assessment and intervention of children with dyslexia, an overview of special education law specific to dyslexia, dyslexia characteristics associated with development of the structure of language and a review of literacy development as it relates to children with moderate and severe difficulties with learning to read from emergent to advanced stages of development. A study of assessments and teaching planners will be used during the practicum portion of the course.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, the candidate will develop

#### **Positive attitudes toward:**

- The individual needs and competencies of literacy learners
- High expectations for successful literacy learning for all students
- High expectations for personal expertise in teaching students with literacy learning difficulties
- The reciprocal links between oral language, reading and writing

**Knowledge and understanding of:**

- Theoretical understandings of literacy processing in reading and writing at the acquisition stage
- Theoretical understandings to promote accelerated literacy learning for students
- Theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners
- The importance of systematic observation and the ongoing assessment of student literacy learning competencies
- Strategic processing and the importance of strategic activity within a constructive, problem-solving approach to literacy learning

**Proficiency in:**

- Using a range of systematic observation techniques to assess and guide students' reading and writing progress
- Teaching for strategic activity during reading and writing
- Designing individual instruction to promote powerful literacy processing for students
- Critically evaluating and reflecting upon personal teaching competencies with a diverse range of learners
- Observing and responding to the teaching of peers to support the development and refinement of teaching competencies
- Participating actively as a member of the school literacy and special needs teams
- Communicating effectively with administrators, colleagues, and parents/caregivers of students around literacy learning needs
- Developing competency as a leader in school literacy teams

**Course Requirements**

During the year of training, participants must:

- **Participate** in course discussions in a professional manner, with respect for a variety of perspectives and thoughts
- **Complete** all course assignments on time
- **Teach** 1 case study student regularly (daily if possible) in a tutoring setting
- **Videotape** portions of lessons for colleague discussions
- **Participate** in assessing student literacy competencies and monitoring change over time in literacy processing
- **Keep** detailed individual, daily and weekly records of reading and writing progress including lesson records
- **Attend** all class sessions
- **Lead** a seminar discussion on assigned topic/topic of interest

**Course Topics**

Topics covered during individual classes will depend on the needs of the class as determined by the instructor in collaboration with participants.

Areas of exploration and discussion will promote an understanding of:

- Revisiting a theory of literacy processing
- Changes over time in developing literacy processing systems
- Assembling effective systems in literacy processing
- How the brain develops and how we learn
- Working with the hard to teach child
- Data-driven instruction in literacy processing
- The reciprocity of reading and writing: implications for practice
- Oral Language: Listening, Speaking, Reading and Writing
- Text Choice: Evaluating text complexity and matching text to readers/writers
- Teacher language and actions to support independence
- Current trends and the link to a processing theory of literacy
- Review of 504 and IDEA Law, Response to Intervention
- History of Dyslexia: Definitions, Genetics and the Environment
- Dyslexia and the Brain
- Assessment of Decoding, Encoding, and Reading Fluency
- Structure of the English Language: Word Origin and Word Structure
- Basic Components of Intervention: Comprehension Development and Strategies
- Introduction to Multi-sensory Instructional Approaches and Strategies.

**Required Texts:**

Berninger, V.W. & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brooks Publishing.

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Flippo, R. F. (2014). *Assessing Readers: Qualitative diagnosis and instruction (2<sup>nd</sup> ed.)*. Newark, DE, International Reading Association.

Henry, M. (2010). *Unlocking literacy: Effective spelling instruction (2<sup>nd</sup> ed)*. Baltimore, MD: Paul Brooks.

Mather, N. & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley and Sons.

Shaywitz, S. (2003). *Overcoming dyslexia*. Vintage Books, New York, NY.

**Supplemental texts for reference:**

Clay, M. M. (2015, 2001). *Change over time in children's literacy development*.

Portsmouth, NH: Heinemann.

Clay, M. M. (2016). *Literacy lessons designed for individuals*. (2<sup>nd</sup> ed.). Portsmouth, NH; Heinemann.

Dorn, L. & Soffos, C. (2012). *Interventions that work*. Portland, ME: Stenhouse.

Lyons, C.A. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.

Meichenbaum, D. & Biemiller, A. (1998). *Nurturing independent learners: Helping students take charge of their learning*. Northampton, MA: Brookline Books.

Zull, J.E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus.

### **Additional Readings**

Articles and other readings will be assigned as the course content is carefully matched to the needs of the class.

### **Assessment**

- 1) **Teach children with dyslexia/history of dyslexia and participate in the Class Blog**
  - Respond each week to topic regarding reading and provide feed back to two posts from peers. (25%)
- 2) **Complete an Analysis of Assessments** discussed using a provided template, including the purpose, research base, potential bias, grade levels and affordability of various assessments. (25%)
- 3) **Prepare and lead a seminar discussion** on a relevant assigned topic. (25%)
- 4) **Gather and share resources for a Scholarly Paper** to include the following topics:
  - Definition of dyslexia
  - Myths of dyslexia
  - Indicators of dyslexia
  - Response to Intervention
  - Deficit areas regarding literacy learning
  - Factors related to dyslexia
  - General instruction recommendations for students with indicators of dyslexia (25%)

### **Course Grading**

A 93-100%   A- 90-92%   B+ 87-89%   B 83-86%   B- 80-82%   F less than 80%

**Incomplete grades:**

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**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.

**Class/University Policies****Class Attendance**

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

**Academic Honesty**

Academic dishonesty included cheating, plagiarism and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.

**Students with disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

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



### **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 OSAPV website for a complete list of services at <http://www.umaine.edu/osavp/>



Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

InTASC & ISTE Standards-T	Performance Levels & Ratings				Unsatisfactory
	Distinguished	Proficient	Basic		
<b>Descriptors →</b>	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.	
<b>Teaching of Children and Class Blog</b>					
<b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a very high degree.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a high degree.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a limited degree.	
	25	20	15	10	
<b>Leading Seminar</b>					
<b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a very high degree.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a high degree.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a limited degree.	
	25	20	15	10	

# Rev 5.2.18 Dyslexia Studies within a Literacy Processing Framework I

InTASC & ISTE Standards-T	Distinguished	Proficient	Basic	Unsatisfactory
<b>Assessment Analysis</b> <b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by <b>drawing upon knowledge of content areas</b> , curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a very high degree.  <b>25</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a high degree.  <b>20</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress.  <b>15</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a limited degree.  <b>10</b>
<b>Scholarly Paper Resources</b> <b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Gathering of resources and synthesis of information demonstrates a growing understanding of current theory and research on dyslexia and includes all of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>25</b>	Gathering of resources and synthesis of information demonstrates a growing understanding of current theory and research on dyslexia and includes most of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>20</b>	Gathering of resources and synthesis of information demonstrates a growing understanding of current theory and research on dyslexia and includes some of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>15</b>	Gathering of resources and synthesis of information demonstrates a growing understanding of current theory and research on dyslexia and includes only a few of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>10</b>

### **Seminar: Participation and Facilitation**

**A seminar is a discussion of a text or topic with a small group. It is more than an open-ended discussion. A common text read by all participants will form the basis of the discussion. The intent is to collaborate in understanding the text and its implications for teaching and learning.**

#### **Role of Facilitator:**

1. Introduce the topic or reading.
  - a. Provide author expertise and affiliation
  - b. Describe significance and relevance of the topic
  - c. Overview of author's position on the topic
2. Present your view on the reading and topic and how it is relevant to the group
3. Pose questions or examples that will spark discussion
4. Facilitate discussion, implications and action plans as is relevant to the work of the group

#### **Role of Seminar Members:**

1. Complete the reading and be prepared to discuss it with class members
2. Listen actively
3. Participate in discussion
4. Bring relevant outside ideas or resources to the group
5. Assist the group in exploring the topic thoroughly



## 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](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Literacy/University Training Center for Reading Recovery

COURSE DESIGNATOR EEL COURSE NUMBER 647 EFFECTIVE SEMESTER Spring 2019

COURSE TITLE Dyslexia Studies within a Literacy Processing Framework II

### 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):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Designator Change | <input type="checkbox"/> Description Change  | <input type="checkbox"/> Cross Listing (must be at least 400-level) <sup>1</sup> |
| <input type="checkbox"/> Number Change     | <input type="checkbox"/> Prerequisite Change | <input type="checkbox"/> Other (specify) _____                                   |
| <input type="checkbox"/> Title Change      | <input type="checkbox"/> Credit Change       |  |

### **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 1 (FOR NEW COURSE PROPOSALS)**

### **Course Description and Goals**

This course is the second in a two-part training designed for educators and support personnel who are familiar with a theory of literacy processing and who want to extend their knowledge of the development of effective reading and writing processes, deepening their expertise in supporting students with literacy learning difficulties in various instructional settings. The course offers a combination of seminar and clinical experience, to facilitate application of theory to practice.

**Pre-requisites:** EEL 646 Dyslexia Studies within a Literacy Processing Framework I

### **Course Credit:**

3 graduate credits

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input checked="" type="checkbox"/> Clinical        | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

**Please see syllabus**

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

Anne Jordan (Reading Recovery teacher leader) has piloted this course and will continue to offer it. Other Reading Recovery teacher leaders may be fully trained to offer it in the future.

Reason for new course:

In response to needs in schools and districts, given the new laws for dyslexia screening in public schools, classroom and literacy intervention teachers request professional knowledge to support work with children demonstrating various learning competencies and challenges in literacy learning.

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.

As this course reflects a literacy processing theory of teaching and learning and layers onto other courses offered in our unit, other programs/departments are not affected.

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?

This course will be offered yearly, each spring, preceded by part one in fall semesters.

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II



**Mission Statement:** Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

### **EEL 647 Dyslexia Studies within a Literacy Processing Framework II 2018-2019**

**University Trainer** Dr. Lori Taylor  
College of Education and Human Development  
5766 Shibles Hall Orono, ME 04469 207-542 5160  
[lori.taylor@maine.edu](mailto:lori.taylor@maine.edu)

**Teacher Leader** Anne Jordan  
Ridge View Community School  
175 Fern Road  
Dexter, ME 04930  
207-249-4307

**Class Location** Room 204 Shibles Hall, Orono, Maine

**Class time** Tuesdays, 5:00-8:00

**Pre-requisites:** EEL 646 Dyslexia Studies within a Literacy Processing Framework I

**Course Credit:**  
3 graduate credits

#### **Course Description and Goals**

This course is the second in a two-part training designed for educators and support personnel who are familiar with a theory of literacy processing and who want to extend their knowledge of the development of effective reading and writing processes, deepening their expertise in supporting students with literacy learning difficulties in various instructional settings. The course offers a combination of seminar and clinical experience, to facilitate application of theory to practice.



## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

Through observation of teaching and learning, and daily teaching of students, participants will learn how to observe, record, analyze and respond to students' literacy behaviors to promote optimal literacy learning across contexts. During collaborative observation, as well as discussion and reflection on learning and teaching, participants will draw on theories that deepen their insights into literacy acquisition and contingent teaching which powers accelerated learning at various developmental levels. Through active participation in seminar sessions, participants will deepen understanding of literacy processing theory and its application in various instructional settings.

Areas of investigation will include: a theory of literacy processing with an understanding of what it means to be a literate human being cognitively, emotionally and socially; understanding of individual differences in learning; literacy assessment and use of data to inform instructional decisions; the role of oral language in listening, speaking, reading and writing; text choice; teacher language and actions to support independence and transfer; evaluating the effectiveness of literacy teaching and learning; effective communication within an education context.

Particular attention will be paid to current theory and research around topics such as literacy processing theory, neurological processes related to literacy learning, using data to inform instruction, and contingent teaching. Exploration of these topics is designed to help educators understand how individual students develop efficient literacy processing systems and how to observe and teach to each student's individual strengths and needs across content areas.

Particular attention will also be given to provide practicing teachers and other educational professionals with an introduction to Dyslexia, the myths and politics associated with the history of dyslexia, an overview of Maine law relating to assessment and intervention of children with dyslexia, an overview of special education law specific to dyslexia, dyslexia characteristics associated with development of the structure of language and a review of literacy development as it relates to children with moderate and severe difficulties with learning to read from emergent to advanced stages of development. A study of assessments and teaching planners will be used during the practicum portion of the course.

### **Course Objectives and Learning Outcomes**

Upon completion of this course, the candidate will develop

#### **Positive attitudes toward:**

- The individual needs and competencies of literacy learners
- High expectations for successful literacy learning for all students
- High expectations for personal expertise in teaching students with literacy learning difficulties
- The reciprocal links between oral language, reading and writing

**Knowledge and understanding of:**

- Theoretical understandings of literacy processing in reading and writing at the acquisition stage
- Theoretical understandings to promote accelerated literacy learning for students
- Theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners
- The importance of systematic observation and the ongoing assessment of student literacy learning competencies
- Strategic processing and the importance of strategic activity within a constructive, problem-solving approach to literacy learning

**Proficiency in:**

- Using a range of systematic observation techniques to assess and guide students' reading and writing progress
- Teaching for strategic activity during reading and writing
- Designing individual instruction to promote powerful literacy processing for students
- Critically evaluating and reflecting upon personal teaching competencies with a diverse range of learners
- Observing and responding to the teaching of peers to support the development and refinement of teaching competencies
- Participating actively as a member of the school literacy and special needs teams
- Communicating effectively with administrators, colleagues, and parents/caregivers of students around literacy learning needs
- Developing competency as a leader in school literacy teams

**Course Requirements**

During the year of training, participants must:

- **Participate** in course discussions in a professional manner, with respect for a variety of perspectives and thoughts
- **Complete** all course assignments on time
- **Teach** 1 case study student regularly (daily if possible) in a tutoring setting
- **Videotape** portions of lessons for colleague discussions
- **Participate** in assessing student literacy competencies and monitoring change over time in literacy processing
- **Keep** detailed individual, daily and weekly records of reading and writing progress including lesson records
- **Attend** all class sessions
- **Lead** a seminar discussion on assigned topic/topic of interest



## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

### Course Topics

Topics covered during individual classes will depend on the needs of the class as determined by the instructor in collaboration with participants.

Areas of exploration and discussion will promote an understanding of:

- Revisiting a theory of literacy processing
- Changes over time in developing literacy processing systems
- Assembling effective systems in literacy processing
- How the brain develops and how we learn
- Working with the hard to teach child
- Data-driven instruction in literacy processing
- The reciprocity of reading and writing: implications for practice
- Oral Language: Listening, Speaking, Reading and Writing
- Text Choice: Evaluating text complexity and matching text to readers/writers
- Teacher language and actions to support independence
- Current trends and the link to a processing theory of literacy
- Review of 504 and IDEA Law, Response to Intervention
- History of Dyslexia: Definitions, Genetics and the Environment
- Dyslexia and the Brain
- Assessment of Decoding, Encoding, and Reading Fluency
- Structure of the English Language: Word Origin and Word Structure
- Basic Components of Intervention: Comprehension Development and Strategies
- Introduction to Multi-sensory Instructional Approaches and Strategies.

### Required Texts:

Berninger, V.W. & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brooks Publishing.

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Flippo, R. F. (2014). *Assessing Readers: Qualitative diagnosis and instruction (2<sup>nd</sup> ed.)*. Newark, DE, International Reading Association.

Henry, M. (2010). *Unlocking literacy: Effective spelling instruction (2<sup>nd</sup> ed)*. Baltimore, MD: Paul Brooks.

Mather, N. & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley and Sons.

Shaywitz, S. (2003). *Overcoming dyslexia*. Vintage Books, New York, NY.

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

### Supplemental texts for reference:

Clay, M. M. (2015, 2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

Clay, M. M. (2016). *Literacy lessons designed for individuals*. (2<sup>nd</sup> ed.). Portsmouth, NH; Heinemann.

Dorn, L. & Soffos, C. (2012). *Interventions that work*. Portland, ME: Stenhouse.

Lyons, C.A. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.

Meichenbaum, D. & Biemiller, A. (1998). *Nurturing independent learners: Helping students take charge of their learning*. Northampton, MA: Brookline Books.

Zull, J.E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus.

### Additional Readings

Articles and other readings will be assigned as the course content is carefully matched to the needs of the class.

### Assessment

- 1) **Teach children with dyslexia/history of dyslexia and participate in the Class Blog**
  - Respond each week to topic regarding reading and provide feed back to two posts from peers. (25%)
- 2) **Complete an Analysis of Assessments** discussed using a provided template, including the purpose, research base, potential bias, grade levels and affordability of various assessments. (25%)
- 3) **Prepare and lead a seminar discussion** on a relevant assigned topic. (25%)
- 4) **Write a Scholarly Paper** to include the following topics:
  - Definition of dyslexia
  - Myths of dyslexia
  - Indicators of dyslexia
  - Response to Intervention
  - Deficit areas regarding literacy learning
  - Factors related to dyslexia
  - General instruction recommendations for students with indicators of dyslexia (25%)

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

### **Course Grading**

A 93-100%   A- 90-92%   B+ 87-89%   B 83-86%   B- 80-82%   F less than 80%

### **Incomplete grades:**

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

**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.

### **Class/University Policies**

#### **Class Attendance**

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

#### **Academic Honesty**

Academic dishonesty included cheating, plagiarism and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

### **Students with disabilities**

If you have a disability for which you may be requesting an accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

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

### **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 OSAP website for a complete list of services at <http://www.umaine.edu/osavp/>

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

Performance Levels & Ratings				
InTASC & ISTE Standards-T	Distinguished	Proficient	Basic	Unsatisfactory
<b>Descriptors →</b>	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
<b>Teaching of Children and Class Blog</b>				
<b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a very high degree.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a high degree.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing.	Teaching of children and participation in the class blog demonstrates an understanding and application of a literacy processing theory in which the teacher observes, analyzes and responds contingently to student literacy behaviors to promote strategic processing to a limited degree.
	25	20	15	10
<b>Leading Seminar</b>				
<b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a very high degree.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a high degree.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings.	Participation in and leadership of seminar sessions demonstrates a deepening understanding of literacy processing theory and its application to various individual students and to varied instructional settings to a limited degree.
	25	20	15	10

## 5.2.18 Dyslexia Studies within a Literacy Processing Framework II

InTASC & ISTE Standards-T	Distinguished	Proficient	Basic	Unsatisfactory
<b>Assessment Analysis</b>  <b>Standard #7: Planning for Instruction</b>  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a very high degree.  <b>25</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a high degree.  <b>20</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a limited degree.  <b>15</b>	Assessment analysis demonstrates that the teacher uses a range of systematic observation techniques and assessment data to inform teaching decisions and to monitor student progress to a limited degree.  <b>10</b>
<b>Scholarly Paper</b>				
<b>Standard #9: Professional Learning and Ethical Practice</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Scholarly paper demonstrates a growing understanding of current theory and research on dyslexia and includes all of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>25</b>	Scholarly paper demonstrates a growing understanding of current theory and research on dyslexia and includes most of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>20</b>	Scholarly paper demonstrates a growing understanding of current theory and research on dyslexia and includes some of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>15</b>	Scholarly paper demonstrates a growing understanding of current theory and research on dyslexia and includes only a few of the following: <ul style="list-style-type: none"> <li>• Definition of dyslexia</li> <li>• Myths of dyslexia</li> <li>• Indicators of dyslexia</li> <li>• Response to Intervention</li> <li>• Deficit areas regarding literacy learning</li> <li>• Factors related to dyslexia</li> <li>• General instruction recommendations for students with indicators of dyslexia</li> </ul> <b>10</b>

### **Seminar: Participation and Facilitation**

**A seminar is a discussion of a text or topic with a small group. It is more than an open-ended discussion. A common text read by all participants will form the basis of the discussion. The intent is to collaborate in understanding the text and its implications for teaching and learning.**

#### **Role of Facilitator:**

1. Introduce the topic or reading.
  - a. Provide author expertise and affiliation
  - b. Describe significance and relevance of the topic
  - c. Overview of author's position on the topic
2. Present your view on the reading and topic and how it is relevant to the group
3. Pose questions or examples that will spark discussion
4. Facilitate discussion, implications and action plans as is relevant to the work of the group

#### **Role of Seminar Members:**

1. Complete the reading and be prepared to discuss it with class members
2. Listen actively
3. Participate in discussion
4. Bring relevant outside ideas or resources to the group
5. Assist the group in exploring the topic thoroughly



# 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 graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Food and Agriculture  
 COURSE DESIGNATOR PSE COURSE NUMBER 513 EFFECTIVE SEMESTER Fall 2019  
 COURSE TITLE Weed Ecology and Management

## 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 ☐ Description Change ☒ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

## 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)

*M. Susan Erich*  
 Digitally signed by Sue Erich  
 DN: cn=Sue Erich, o, ou,  
 email=sueerich@maine.edu, c=US  
 Date: 2019.03.26 12:59:19 -04'00'

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

*John A. [Signature]*  
 College Dean(s)

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: PSE  
 Number: 513  
 Title: Weed Ecology and Management  
 Prerequisites: PSE 100 (or BIO 200 or SFR 100) (prerequisite or corequisite).  
 Credit Hours: 3  
 Does it meet Service Learning?: No  
 Description:

Ecological principles and their application in non-chemical and reduced input weed management strategies. Course will include field trips during class hours. PSE 403 and PSE 513 cannot both be taken for credit. Lec 2, Lab 2.  
 Course Typically Offered: Fall, Odd Years

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:

None. Readings will be sourced from specialized edited books and primary literature.

Course instructor (Include name, position, teaching load):

Eric Gallandt, Professor of Weed Ecology and Management; Teaching = 0.4

Reason for new course:

PSE 403 has been offered in odd-fall years since 2001, serving mostly junior and senior level undergraduates in Sustainable Agriculture, Environmental Horticulture and Ecology and Environmental Sciences. There are usually two to five graduate students taking the course, and they would be better challenged and served with selected advanced assignments that have proven unsuitable for undergraduate students (advanced level literature reviews, proposal preparation and simulation modeling).

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. This is a specialized area of applied plant science that serves primarily Sustainable Agriculture, Plant Science and EES, including students from multiple units within NSFA. It is a unique course offering.

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?

PSE 513 will be co-listed with PSE 403 which is offered in fall, odd years.

PSE 403/513

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## **WEED ECOLOGY & MANAGEMENT**

**PSE 403 / PSE 513****3 Credits****Fall 2019****Tuesday and Thursday, 9:30 – 10:45****Deering Hall 101C****Prerequisites:** PSE 100 (or BIO 200 or SFR 100) (prerequisite or corequisite)**Instructor:** Eric Gallandt, Professor of Weed Ecology and Management**Office:** 205 Roger Clapp Greenhouse**Office hours:** Tuesday, 11:00 to 12:00 and by appt.**Phone:** 581-2933**gallandt@maine.edu**

### **COURSE DESCRIPTION**

Ecological principles and their application in non-chemical and reduced input weed management strategies. Course will include field trips during class hours. PSE 403 and PSE 513 cannot both be taken for credit. Lec 2, Lab 2.

### **COURSE GOALS**

Weed Ecology & Management aims to familiarize students with fundamental aspects of weed biology and ecology that affect population and community dynamics and guide management principles. This class also provides students depth and breadth of theory and applied examples of technical approaches to weed management, thereby establishing many possible tools to draw upon in efforts to manage weeds. Theory and examples will be drawn primarily from agronomic and horticultural cropping systems. Students enrolled for graduate credit (PSE 513) will additionally develop quantitative skills in population dynamics modeling, and apply course concepts to a novel problem with a literature review and research proposal.

### **LEARNING OUTCOMES**

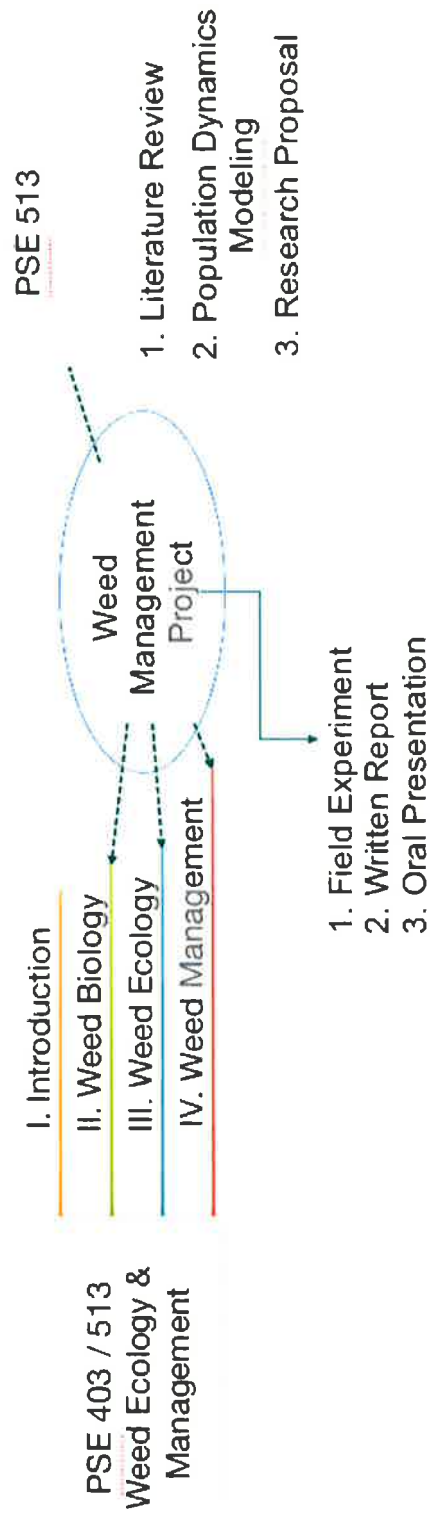
After successful completion of the course, students will be able to:

- Synthesize information regarding weed biology, ecology and management into integrated weed management systems.
- Justify the system's components
- Describe its implementation

PSE 403/513

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- Evaluate the weed management system based on congruence with the goals of integrated weed management, cropping system function, farming system sustainability, and environmental stewardship.



PSE 403/513

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**Course Schedule (subject to minor revision)**

1	Date	Topics / Activities	Readings
	8/29	<b>I. INTRODUCTION</b> Course overview Impacts of Weeds	
2	8/31	Weed Management Projects <b>*** Meet at UMaine Greens ***</b>	Brown and Gallandt (2017) To each their own: Case studies of four successful, small-scale organic vegetable farmers with distinct weed management strategies.  Brown and Gallandt (2017) A systems comparison of contrasting organic weed management strategies.
3	9/5	<b>II. WEED BIOLOGY</b> Weed Identification and Life Cycles Weedy Traits	Stewart-Wade et al. (2002) The biology of Canadian weeds. 117. <i>Taraxacum officinale</i> G.H. Weber ex Wiggers.
4	9/7	Annual Weeds: Dormancy, Germination and Establishment	Harper (1977) Chapter 3. Dormancy
5	9/12	Annual Weeds: Weed Seedbanks	Baskin and Baskin (2006) The natural history of soil seed banks of arable land.
6	9/14	Biennial and Perennial Weeds	Håkansson (2003) Soil Tillage Effects on Weeds.
	9/15	<b>*** Field Trip — All Day ***</b>	Jabbour et al. (2013) Mental models of organic weed management: Comparison of New England US Farmer and expert models.
7	9/19	<b>III. WEED ECOLOGY</b> Introduction to Community Ecology	Booth & Swanton (2002) Assembly theory applied to weed communities.
8	9/21	Invasion Ecology	Cousens & Mortimer (1995) The dynamics of geographic range expansion.

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1	Date	Topics / Activities	Readings
9	9/26	Local Dispersal and Spatial Dynamics	Cousens & Mortimer (1995) Dispersal within and between populations.
10	9/28	Weeds and Climate Change	Peters et al. (2014) Impact of climate change on weeds in agriculture: a review.
11	10/3	Competition	Gallandt and Welner (2007) Crop-weed competition

**EXAM 1****12 10/5 IV. WEED MANAGEMENT****A. Principles and Practices****1. Reduce Seedling Density****a. Herbicides****i. Herbicide Classes and Mode of Action**

Duke (2012) Why have no new herbicide modes of action appeared in recent years?

- 10/10 **Fall Break, No Class****13 10/12 ii. Applying Herbicides****14 10/17 iii. Herbicide Selectivity and Resistance**

Heap (2014) Global perspective of herbicide-resistant weeds

**15 10/19 iv. Herbicide Resistant Crops**

Green (2012) The benefits of herbicide resistant crops.

**16 10/24 No class**

Zimdahl (1999) Chapter 17. Herbicides and the environment

**17 10/26 b. Cultivation**

Gallandt et al., (2017) Developments in physical weed control.

**18 10/31 c. Reduce the Weed Seedbank**

Gallandt (2014) Weed management in organic farming.

**19 11/2 d. Mulch to Prevent Establishment**

Coolong (2012) Mulches for weed management in vegetable production.

PSE 403/513

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1	Date	Topics / Activities	Readings
20	11/7	<b>2. Reduce Damage Per Surviving Weed</b>	
		a. <u>Enhance Competitive Ability of Crop</u>	Mohler (2001) Enhancing the competitive ability of crops.
21	11/9	b. <u>Reduce Competitive Ability of Weed—Biological Control</u>	Cripps et al. (2011) Classical biological control of <i>Cirsium arvense</i> : Lessons from the past.

**EXAM 2**

22	11/14	<b>B. Integrated Weed Management</b>	
		Multiple Stresses	Liebman and Gallandt (1997) Many little hammers
23	11/16	Crop Diversification	Liebman and Staver (2001) Crop diversification for weed management
24	11/21	Discussion: Weed the Soil, Not the Crop	Nordell and Nordell (2009) Weed the soil, not the crop.
-	11/23	<b>No Class — Thanksgiving</b>	
25	11/28	Economics of Weed Management	Wiles (2003) Economics of weed management: Principles and practices.
26	11/30	Discussion: The future of integrated weed management	Young et al. (2017) Moving integrated weed management from low level to a truly integrated and highly specific weed management system using advanced technologies.
27	12/5	Presentation of Weed Management Projects	
28	12/7	Presentation of Weed Management Projects	
-	12/11	<b>FINALS WEEK</b>	

**GRADES**

Exams may include short answer questions and calculations drawing upon material from lecture, lab, and assigned readings. Emphasis, however, will be placed on essay questions and problem solving that will require synthesis of materials from lecture and assigned readings. Questions will be distributed for completion outside of class.

Grades for students enrolled in PSE 403 will be based on the following distribution of points:

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	Points
Exam 1	100
Exam 2	100
Final Exam (Comprehensive)	100
GM Crops and Herbicide Resistant Weeds Debate	100
Weed Management Project and Presentation	100
Participation/In class discussion	100
<b>TOTAL:</b>	<b>600</b>

Grades for students enrolled in PSE 513 will be based on the following distribution of points:

	Points
Exam 1	100
Exam 2	100
Final Exam (Comprehensive)	100
GM Crops and Herbicide Resistant Weeds Debate	100
Weed Management Project and Presentation	100
Participation/In class discussion	100
Weed Population Dynamics Modeling Project	100
Literature Review	100
Weed Management Research Proposal	100
<b>TOTAL:</b>	<b>900</b>

### Final Grades

Final grades will be based on the points earned as a percent of total points possible.

Grade		(%)		(%)		(%)	
A	96-100	B+	87-89	C+	77-79	D+	66-69
A-	90-95	B	83-86	C	73-76	D	60-65
		B-	80-82	C-	70-72		

### REQUIRED TEXT

None. Recommended: Liebman, M., C.L. Mohler and C.P. Staver (2001) Ecological Management of Agricultural Weeds. Cambridge University Press. 532 pgs.



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**REQUIRED READINGS**

A collection of readings will be available from the course Blackboard Site. You are expected to complete assigned readings prior to the indicated class period and come to class with questions and prepared to discuss in detail the salient points of the readings.

**COURSE POLICIES****Make-up exams**

Make-up exams will not be offered without prior approval. Homework papers will not be accepted after assigned deadlines.

**Academic Honesty Statement**

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

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

**Course Schedule Disclaimer (Disruption Clause)**

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

**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.

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- 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
  - See the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



## 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 Clinical Psychology and Psychological Sciences  
COURSE DESIGNATOR PSY COURSE NUMBER 647 EFFECTIVE SEMESTER FA2018 or SP19  
COURSE TITLE Foundations of Clinical Neuropsychology

### 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    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

### **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: 2018.04.06 09:06:42 -04'00'

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

College Dean(s)

4/10/18

**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):

Designator: PSY

Number: 647

Title: Foundations of Clinical Neuropsychology

Prerequisites: UMaine Psychology Department graduate students or by instructor permission

Credit Hours: 3

Catalog Description: General overview of the field of Clinical Neuropsychology, which is the study of brain-behavior relationships and its application to clinical populations (i.e., individuals with central nervous system disorders/injuries). This course will provide a basic overview of the biological foundations of behavior, with emphasis on clinical disorders.

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

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Readings will be made available to students

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

Fayeza S. Ahmed, PhD; Assistant Professor of Psychology; Graduate Faculty of Clinical Psychology; 2-2 teaching load

Reason for new course:

1. The Clinical Psychology PhD program is developing an emphasis in Clinical Neuropsychology. With the recent hires of Drs. Rebecca MacAulay and Fayeza Ahmed, both who are trained in clinical neuropsychology, there are now new graduate students in the Clinical Psychology program who aim to specialize in this field. There are a number of courses they need to fulfill the emphasis, most of which are already available at UMaine. The only course that is not yet available is a course in Clinical Neuropsychology. This course also helps satisfy part of the course requirement for individuals who pursue board certification in Clinical Neuropsychology after their postdoctoral fellowships.
2. This course will also fulfill the American Psychological Association (APA) criteria for a course in the biological foundations of behavior for PhD programs in Clinical Psychology. In order to reduce the number of courses students in this program take, the proposed course is one way to address both needs in one course.
3. There are pending retirements in the Psychology department by faculty who taught courses related to biological bases of behavior/neuroscience. These courses were taken by graduate students in both the Clinical Psychology and Psychological Sciences programs. While not a replacement for their courses, the proposed course will be offered to graduate students in the Psychological Sciences program. At present, there has been interest from faculty in the Psychological Sciences graduate program to have their students take the proposed course.

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 meets requirements for graduate students in the Psychology department. Graduate students from other departments may be allowed to enroll in the class, but only with instructor permission and permission from those students' departments (e.g., advisor, department chair).

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?

This course will be offered in the Fall or Spring semesters. It will be available to graduate students in both the Clinical Psychology and Psychological Sciences graduate programs (both in the department of Psychology). The course will be offered at least every two years.

**PSY 647: Foundations of Clinical Neuropsychology**  
**3 Credits**  
**Offered Fall or Spring Semester**  
**Day and Time TBD**  
**Location TBD**

**Instructor:** Fayeza S. Ahmed, Ph.D.

**Office:** Little Hall, Room 378

**E-mail:** [fayeza.ahmed@maine.edu](mailto:fayeza.ahmed@maine.edu)

Please allow **two business days** for response to email. Do NOT send email to my FirstClass account.

**Office Hours:** By appointment

**Prerequisites:** This course is for students currently enrolled in the Psychology department graduate programs (Clinical Psychology or Psychological Sciences) or by permission by the instructor.

**Required Reading:**

Readings will be provided to students.

**Course Description and Learning Objectives:** Per the University's course description, this class is a "General overview of the field of Clinical Neuropsychology, which is the study of brain-behavior relationships and its application to clinical populations (i.e., individuals with central nervous system disorders/injuries). This course will provide a basic overview of the field, which includes the biological foundations of behavior, with emphasis on clinical disorders.

Learning objectives for this course:

1. Overview of structure and function of central nervous system
2. Theoretical models of neuropsychological assessment
3. Role of the Clinical Neuropsychologist
4. Neurologic disorders
5. Psychiatric disorders
6. General overview of neuropsychological measures

**Blackboard:** Blackboard will be used to post course-related documents, assignments, announcements, and grades. Student assignments (article critiques and critical thinking exercises) must be uploaded to Blackboard. *It is the student's responsibility to make sure their assignments are properly uploaded on Blackboard. Failure to do so will still result in late or zero points (see late policy below).*

**Course Format:** This course primarily uses a seminar format, with some formal lecture. Students are expected to complete all readings prior to class. Lecture does not cover the readings alone. There may be additional material not found in the readings.

**Attendance:** Students are expected to attend all classes. Students are responsible for contacting another student for any materials, handouts, and announcements made for classes that are missed. If there is an

emergent cause for the absence (i.e., family emergency, hospitalization, etc.), students are required to bring written documentation and this will be reviewed on a case-by-case basis. **There are no make-up exams.**

**Course Components:** Grades will be based on the following:

1. Take-home exams (60% total grade). There will be two take-home exams, each worth 30% of the total course grade. Students will have at least one week to work on their take-home exams.
2. Paper (40% of total grade). Students will write one, 12-15-page paper. The paper should be a brief review of a specific neuropsychological topic that is applicable to the student's main area of research. Although topics do not need to be approved by the instructor, it is highly recommended to discuss potential topics with the instructor. *NOTE: If students are already conducting neuropsychology-related research, the paper must not be a repeat of another completed project (e.g., second-year project, thesis, manuscript, etc.). It is fine to use this paper to supplement an ongoing project, but it cannot be a repeat of a completed project.*

**Late Policy:** There will be a 10% grade reduction for each day an assignment is late. After the third day, late assignments will not be accepted and a grade of 0 will be assigned. If an assignment is turned in after 5pm on the due date (e.g., 5:30pm), it will still receive a 10% reduction. If the assignment is turned in after 5pm on the following day, then an additional 10% will be deducted, and so on. Note that weekends count.

**Grading:** Grades will be determined by summing the earned points on the exams, critical thinking assignments, and article critiques. The total possible points earned over the course of the semester is 400. Total points earned at the conclusion of the semester will be divided by 400 and the percentage earned will represent the final grade. Percentages of .5 or greater will be rounded up to the nearest percentage (e.g., 89.5% → 90%). There will be no other forms of rounding up (e.g., 89.49% will not be rounded up).

93% to 100% = A  
90% to 92% = A-  
88% to 89% = B+  
82% to 87% = B  
80% to 81% = B-  
78% to 79% = C+  
72% to 77% = C  
70% to 71% = C-  
68% to 69% = D+  
62% to 67% = D  
60% to 61% = D-  
59% or below = F

**Reviewing Assignments/Exams and Disputing Grades:** Students may meet with the Instructor during office hours (or by appointment) **after** grades have been posted on Blackboard. Students are free to review their exams with the Instructor during office hours or at a scheduled appointment. *They may not keep exams.* Questions regarding scoring will only be discussed for **one week** after the assignment/exam has been posted. After this time period, grade alterations will not be considered, but general review and discussion of questions are welcome.

Students who would like to dispute a grade must submit a written statement which can be submitted either in-person or placed in the Instructor's mail box in the Psychology Department Main Office in Little Hall, Room 301. Students must ask the administrative assistant to place a timestamp on it. The statement must

be typed; **emailed/handwritten disputes will not be accepted.** In the statement, students must explain in detail why their answer was *better* than the answer which was identified as correct. In the response, students must refer to the pages in the required reading and/or lectures in which they are basing their response. If the issue raised applies to other students, the Instructor will adjust those grades accordingly.

**Withdrawal:** The deadline for withdrawing from class with a grade of “W” is by 4:30 PM on (INSERT DATE).

**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.

**Classroom Etiquette:** It is expected that the classroom environment will be collegial and respectful. If the Instructor deems a student's behavior inappropriate, the student will be asked to cease their behavior or leave the class. Appropriate and discreet use of electronic devices is acceptable. If the Instructor deems that a student's electronic use is distracting the student will be asked to discontinue use or leave the class.

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

**Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

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

**Why do teachers have to report sexual discrimination?**

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

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

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary

action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

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

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

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

*For confidential resources off campus:* **Rape Response Services: 1-800-310-0000 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.unmaine.edu/osavp/>



**Course Schedule:**

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.

<b>Week</b>	<b>Topic</b>	<b>Assigned Readings (TBD)</b>
<b>1</b>	<b>Introduction</b> <b>Role of the Clinical Neuropsychologist</b> <b>Structure and Function of Nervous System Cells</b>	
<b>2</b>	Brain Anatomy	
<b>3</b>	Neurotransmitter Systems	
<b>4</b>	Brain Structure and Function – Posterior Regions	
<b>5</b>	Brain Structure and Function – Anterior Regions	
<b>6</b>	Theoretical Models of Neuropsychological Assessment	
<b>7</b>	Memory and Memory Disorders	
<b>8</b>	Language and Language Disorders	
<b>9</b>	Spatial Abilities and Spatial Disorders	
<b>10</b>	Movement and Movement Disorders	
<b>11</b>	Attention and Executive Functions	
<b>12</b>	Emotion	
<b>13</b>	Traumatic Brain Injury and Stroke	
<b>14</b>	Dementia	
<b>15</b>	Psychiatric Disorders	



## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM for Graduate Courses

GRADUATE PROGRAM/UNIT Innovation Engineering

CURRENT COURSE DESIGNATOR INV CURRENT COURSE NUMBER 510

EFFECTIVE SEMESTER Fall 2018

TITLE Innovation Engineering Accelerated

### **REQUESTED ACTION:**

**NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.**

**NEW COURSE** (check all that apply and complete Section 1):


- ☐ New Course
- ☐ New Course with Electronic Learning<sup>1</sup>
- ☐ Experimental

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

- ☐ Designator Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_
- ☐ Number Change ☐ Credit Change
- ☒ Title Change ☐ Cross Listing (must be at least 400-level)<sup>2</sup>
- ☒ Description Change ☒ Addition of Electronic Learning Component<sup>1</sup>

### **ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
<b>Leader, Initiating Department/Unit(s)</b>		
<u>Jason Bolton</u>	<u>4.26.18</u>	<u></u>
<b>College(s) Curriculum Committee Chair(s) [if applicable]</b>		
<u>n/a</u>		
<b>College Dean(s)</b>		
<u>n/a</u>		
<b>Dean and Associate Provost for Graduate Studies</b>		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

## **SECTION 2 (FOR COURSE MODIFICATIONS):**

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

INV 510 - Innovation Engineering Accelerated I: Create and Communicate

Provides students tools and confidence to lead the creation and communication of meaningfully unique ideas in any field. Students will learn a systematic approach to idea generation, practices and principles of precise, persuasive concept writing.

Prerequisites & Notes

Graduate standing or permission.

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

INV 510: Fundamentals and Systems of Innovation

INV 510 provides students with the fundamental skills to create, communicate and implement innovations in any field. Students will learn how to generate unique solutions to problems, define and communicate those solutions to stakeholders, and test the viability of innovations. Students will also learn the principles of system design and thinking in order to lead systems for innovation in organizations of any type.

Credit hours: 3

Prerequisites: Graduate standing or permission

**Reason** for course modification:

This course is being modified so that students who are only able to take one Innovation Engineering course get a full overview of the processes and systems to facilitate innovation. This new arrangement of content will provide a better introduction to Innovation Engineering. Prior to this change, students would only learn about idea generation and communication, but would not get an introduction to idea validation or innovation systems.

In recent iterations, a blended learning environment has been created for the course. Students watch video lectures, submit assignments online and engage in an iterative feedback and submission of work process online with the instructor. In addition, students share research papers online with their classmates for feedback.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination

## **INV 510-001 Fundamentals and Systems of Innovation Engineering**

### **Meeting Time & Place**

September 9, 8:30 a.m. – 5:00 p.m.  
September 30, 8:30 a.m. – 5:00 p.m.  
October 28, 8:30 a.m. – 5:00 p.m.  
November 18, 8:30 a.m. – 5:00 p.m.  
December 9, online virtual class meeting

Student Innovation Center Room 102

### **Faculty Information**

Renee Kelly  
Student Innovation Center 108  
[rwkelly@maine.edu](mailto:rwkelly@maine.edu)  
581-1401  
Office Hours: By appointment

### **Course Description**

INV 510 provides students with the fundamental skills to create, communicate and implement innovations in any field. Students will learn how to generate unique solutions to problems, define and communicate those solutions to stakeholders, and test the viability of innovations. Students will also learn the principles of system design and thinking in order to lead systems for innovation in organizations of any type.

### **Credit hours: 3**

**Prerequisite:** graduate standing or permission

### **Textbook Title(s) and Other Required Course Materials**

You will need to purchase an access code at the web address below to obtain all course materials.  
<https://innovationengineeringlabs.com/?r=2QVIUWLT>

### **Course Goals**

This course aims to give students a variety of experiences and contexts in which to integrate and apply the fundamental concepts and skills of the Innovation Engineering system. Through projects and assignments, students will practice tools for idea creation, communication and validation. Students will be able to analyze and design systems to enable innovation.

### **Student Learning Outcomes**

Through practice of new skills each week, students will learn to choose the most effective tools for addressing an innovation problem or opportunity. Students will successfully use methods for problem identification, idea generation and writing persuasive innovation concepts and recommendations, and testing ideas. Students will also understand how to test their ideas in a systematic way. In addition, students should be able to:

- analyze system performance using data
- develop systems within an organization to facilitate innovation
- assist an organization with developing its strategy and activating it through innovation

## Class Policies

1. This is both a lecture and an interactive course. The assignments are cumulative and each one facilitates your comprehension and success in the next.
2. If you have an excused absence or illness, you must meet with the instructors to go over material or coaching you missed.
3. Assignments are to be turned in on the due date and time given. Digital class work must be completed prior to class.
4. Many in-class activities will involve “information mining”—it is far easier to do this with a laptop, and we encourage you to bring a laptop to class.
5. Assignments will be assessed as pass/fail. Assignments that fail may be “redone,” and an unlimited number of “re-dos” will be available within the due dates for each assignment. Innovative work requires courage, self-awareness, intrinsic motivation, leadership, responsibility, and a focus on meaningful uniqueness. It should not be motivated by fear, and it should not in any way attempt to “game” the process. Our goal is to help you achieve mastery of each skill.
6. This class is an experimental course designed to not only teach you more effectively but to allow a space for researchers in the field to gather data to improve teaching methods for future classes and courses within the semester.

## Course Schedule

Before each class meeting, students will be expected to watch the video lectures for the skills that will be covered that week. This course has elements of a flipped classroom structure. While there will be demonstrations and presentations each class meeting, most of the time will be spent working in groups to complete assignments. There are short assignments called Lab assignments. You will be able to make a first attempt for most of these assignments, with coaching from the instructor. Others will need to be completed outside of class. In addition, there are application assignments each week that bring together all the skills practiced that week. These application assignments will be related to a project of your own choosing that will culminate in a final presentation at our last class meeting.

Class Meeting	Pre-Work Digital Class	Final Due Date for Skills Started This Class
September 9	Watch Videos for Fundamentals Skills 0, 1, 2, 3, 4, 5, 6	October 9, 11:55 p.m.
September 30	Watch Videos for Fundamentals Skills 7, 8, 9, 10, 11, 12	October 30, 11:55 p.m.
October 28	Watch Videos for Systems Skills 37, 38, 39, 40, 41, 42	November 27, 11:55 p.m.
November 18	Watch Videos for Systems Skills 43, 44, 45, 46, 47, 48	December 14, 11:55 p.m.
December 9		Presentation of Papers – Virtual Class

## Graduate Student Paper

Innovation Engineering® is an emerging interdisciplinary field drawing upon multiple disciplines to form a systematic approach to innovation. Systems theory is an important foundation of Innovation Engineering.

Visit these two web sites that capture the work of W. Edwards Deming and Russell Ackoff.

Deming: <https://deming.org/content/selected-articles-dr-deming-0>

Ackoff: <http://ackoffcenter.blogs.com/>

On the Deming site, click the link and read about his “Theories & Teachings” and read at least four of the selected articles.

On the Ackoff site, read through some of the blog postings to familiarize yourself with Ackoff’s work and read at least four of the articles cited in the blog that are published in peer-reviewed journals.

Students must write a 10-12 page paper that summarizes readings about systems theories and their applications. Consider one of the following:

- How these systems theories apply to your work or field of study
- How these systems theories apply to a world problem
- How these systems theories inform Innovation Engineering practices

The paper must be submitted in stages:

- A Online Submission on December 9, 2017 and Final Paper due December 14, 2017

## Grading and Course Expectations

Assignments will be assessed as pass/fail. Assignments that fail may be “redone,” and an unlimited number of “re-dos” will be available within the due dates for each assignment.

Lab assignments each skill: 3 points x 24 skills = 72 points

Application project after each class meeting: 4 points x 2 applications = 8 points

Final Paper: 20 points

Total: 100 points

A = 93-100 points

A- = 90-92 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82 points

C+ = 77-79 points

C = 73-76 points

C- = 70-72 points

D+ = 67-69 points

D = 63-66 points

D- = 60-62 points

F = <60 points

There is no midterm or final exam.

## **Electronic Learning Requirements and Resources**

- You must have access to a reliable, broadband (Cable, DSL, or Satellite) internet connection as well as a working email address that you check regularly.
- You are encouraged always to bring to class a laptop, tablet computer, or other equipment to access the Internet. All instructional materials are available on and all assignments are to be submitted to the course website: <https://innovationengineeringlabs.com/classroom/>
- <https://innovationengineeringlabs.com/classroom/> has a "Questions? Chat with us!" function at the bottom right of the open website window. You should ask tech support questions there.
- Basic computer literacy is important for this course. This would include access to a computer, general knowledge of common computer skills for basic electronic communications such as First Class email access, and at a minimum the ability to work in simple text documents. If you need assistance with technology please visit the Instruction Technologies help website at <http://ithelpcenter.umaine.edu/>

## **Academic Integrity**

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

## **Students Accessibility Services Statement**

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## **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.

## **Nonsexist Language**

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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.

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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/>

### **Nondiscrimination Notice**

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## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM for Graduate Courses

GRADUATE PROGRAM/UNIT Innovation Engineering

CURRENT COURSE DESIGNATOR INV CURRENT COURSE NUMBER 511

EFFECTIVE SEMESTER Spring 2019

TITLE Innovation Engineering Case Study

### REQUESTED ACTION:

**NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.**

**NEW COURSE** (check all that apply and complete Section 1):


- ☐ New Course
- ☐ New Course with Electronic Learning<sup>1</sup>
- ☐ Experimental

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

- ☐ Designator Change      ☐ Prerequisite Change      ☐ Other (specify) \_\_\_\_\_
- ☐ Number Change      ☐ Credit Change
- ☒ Title Change      ☐ Cross Listing (must be at least 400-level)<sup>2</sup>
- ☒ Description Change      ☒ Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
<b>Leader, Initiating Department/Unit(s)</b>		
<u>Jason Bolton</u>	<u>4.26.18</u>	<u></u>
<b>College(s) Curriculum Committee Chair(s) [if applicable]</b>		
<u>n/a</u>		
<b>College Dean(s)</b>		
<u>n/a</u>		
<b>Dean and Associate Provost for Graduate Studies</b>		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

## **SECTION 2 (FOR COURSE MODIFICATIONS):**

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

INV 511 - Innovation Engineering Accelerated II: Commercialize and Systems

INV 511 provides students tools and confidence to lead the commercialization of meaningfully unique ideas in any field. Students will learn how to organize and use systems for innovation.

Prerequisites & Notes

INV 510

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

INV 511: Innovation Engineering: Advanced Innovation Methods

Students learn advanced techniques for ideation, problem solving, positioning and pitching their innovations, and moving ideas through validation and development. These skills provide a systematic approach to innovation and apply to the creation and execution of ideas in any field.

Credit hours: 3

Prerequisites: INV 510

**Reason** for course modification:

This course is being modified to reflect the shift of basic introductory content in all areas of Innovation Engineering to INV 510. This course will now cover advanced methods of innovation that were formerly divided between INV 510 and 511.

In recent iterations, a blended learning environment has been created for the course. Students watch video lectures, submit assignments online and engage in an iterative feedback and submission of work process online with the instructor.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination

**INV 511-001 Innovation Engineering Accelerated II**  
**Aka: Advanced Create, Communicate & Commercialize**

**Meeting Time & Place**

January 27, 8:30 a.m. – 5:00 p.m.  
February 24, 8:30 a.m. – 5:00 p.m.  
March 24, 8:30 a.m. – 5:00 p.m.  
April 21, 8:30 a.m. – 5:00 p.m.  
April 28, 8:30 a.m. - noon

Student Innovation Center Room 102

**Faculty Information**

Renee Kelly  
Student Innovation Center 108  
[rwkelly@maine.edu](mailto:rwkelly@maine.edu)  
581-1401  
Office Hours: By appointment

**Course Description**

Students learn advanced techniques for ideation, problem solving, positioning and pitching their innovations, and moving ideas through validation and development. These skills provide a systematic approach to innovation and apply to the creation and execution of ideas in any field.

**Credit hours: 3**

**Prerequisite:** graduate standing or permission

**Textbook Title(s) and Other Required Course Materials**

\*You will need to purchase an access code for online instructional materials at this link:  
<https://innovationengineeringlabs.com/?r=82YAXJQ3>

**Course Goals**

This course aims to give students a variety of experiences and contexts in which to integrate and apply concepts and skills from the advanced skill sets of the Innovation Engineering system.

**Student Learning Outcomes**

Through practice of a new skill each week, students who master the 24 advanced skills of Innovation Engineering should be able to:

- research and mine for information that can spark the generation of unique ideas
- use advanced techniques such as stimulus processing, checklists, matrices, analogies, lateral thinking and TRIZ to generate ideas and solve problems
- effectively communicate their innovations in writing and through verbal pitches
- articulate the case for implementing an innovation
- use PDSA cycles to problem solve and improve innovations, rather than compromising the idea
- easily adapt to different roles in innovation teams
- write an early draft of a provisional patent

## Class Policies

1. This is both a lecture and an interactive course. The assignments are cumulative and each one facilitates your comprehension and success in the next.
2. If you have an excused absence or illness, you must meet with the instructors to go over material or coaching you missed.
3. Assignments are to be turned in on the due date and time given. Digital class work must be completed prior to class.
4. Many in-class activities will involve “information mining”—it is far easier to do this with a laptop, and we encourage you to bring a laptop to class.
5. Assignments will be assessed as pass/fail. Assignments that fail may be “redone,” and an unlimited number of “re-dos” will be available within the due dates for each assignment. Innovative work requires courage, self-awareness, intrinsic motivation, leadership, responsibility, and a focus on meaningful uniqueness. It should not be motivated by fear, and it should not in any way attempt to “game” the process. Our goal is to help you achieve mastery of each skill.
6. This class is an experimental course designed to not only teach you more effectively but to allow a space for researchers in the field to gather data to improve teaching methods for future classes and courses within the semester.

## Course Schedule

Before each class meeting, students will be expected to watch the video lectures for the skills that will be covered that week. This course has elements of a flipped classroom structure. While there will be demonstrations and presentations each class meeting, most of the time will be spent working in groups to complete assignments. There are short assignments called Lab assignments. You will be able to make a first attempt for most of these assignments, with coaching from the instructor. Others will need to be completed outside of class.

Class Meeting	Pre-Work Digital Class	Final Due Date for Skills Started This Class
January 27	Watch Videos for Create Skill 0, 25, 26, 27, 28, 29	February 27, 11:55 p.m.
February 24	Watch Videos for Commercialize 30, 31, 32, 33, 34, 35, 36	March 27, 11:55 p.m.
March 24	Watch Videos for Systems Skill 37, 38, 39, 40, 41, 42	April 24, 11:55 p.m.
April 21	Watch Videos for Systems Skill 43, 44, 45, 46, 47, 48	May 9, 11:55 p.m.
April 28		April 28 Final Project Presentation

## Final Project

Students will work on a project applying the advanced Innovation Engineering Skills throughout the semester. Students will generate and test the viability of an innovation idea using these skills. This project is expected to be connected to a “real world” situation such as a student’s graduate research, workplace, entrepreneurial idea or volunteer work in an organization. Students will make a presentation of their innovation process and idea at the end of the semester.

## Grading and Course Expectations

Assignments will be assessed as pass/fail. Assignments that fail may be “redone,” and an unlimited number of “re-dos” will be available within the due dates for each assignment.

Lab assignments each skill: 3 points x 24 skills = 72 points

Final Project = 24 points

Final Presentation: 4 points

Total: 100 points

A = 93-100 points

A- = 90-92 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82 points

C+ = 77-79 points

C = 73-76 points

C- = 70-72 points

D+ = 67-69 points

D = 63-66 points

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## 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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Masters of Education - Instructional Technology

COURSE DESIGNATOR EDT COURSE NUMBER 545 EFFECTIVE SEMESTER Summer 2018

COURSE TITLE Legal, Ethical and Security Issues in Educational Technology

### 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
- ☒ Description Change
- ☐ Cross Listing (must be at least 400-level)<sup>1</sup>
- ☐ Number Change
- ☐ Prerequisite Change
- ☐ Other (specify) \_\_\_\_\_
- ☒ Title Change
- ☐ Credit Change

### 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

Signature of Johanna Prince  
Date: 2018-07-11 11:45 AM

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

Sherrin Wash

College Dean(s)

James O'Neil  
Jeffrey H. -

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):

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

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new course:

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.

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?



## **SECTION 2 (FOR COURSE MODIFICATIONS)**

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

### **EDT 545 Information Security in the K-12 Environment**

Covers privacy and security in the educational environment from several perspectives: legal issues, social and ethical concerns, standards and policy development.

Pre-Req 520 or permission of instructor  
Credits: 3

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

### **EDT 545 Legal, Ethical and Security Issues In Educational Technology**

This course is designed to give educators, and emerging technology leaders a foundation with the following domains of digital citizenship: law, risks and responsibilities, and security. Students will engage in readings on existing frameworks, conduct analysis of policies, review case studies to learn more about the importance of legal, social and ethical concerns of standards and policy development in the classrooms of today and tomorrow. In addition, students will plan for collaboration with stakeholders in their organization to work towards legal, secure, safe, and ethical implementation of educational technology.

Pre-Req: EDT 520 or permission of the instructor  
Credits: 3

Reason for course modification:

We have revised our curriculum to reflect an updated vision of educational technology across a variety of contexts. We believe that a broader exploration of legal, ethical and security issues in edtech will better prepare educators for the range of issues they may encounter with student data privacy, digital citizenship and the law. This course is in line with approaches that national organizations such as the International Society for Technology Education (ISTE) standards and the Consortium for School Networking (COSN) are taking to address these issues.

## **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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

**Course:** EDT 545

**Course Title:** Legal, Ethical and Security Issues in Educational Technology

**Catalog Description:**

This course is designed to give educators, and emerging technology leaders a foundation with the following domains of digital citizenship: law, risks and responsibilities, and security. Students will engage in readings on existing frameworks, conduct analysis of policies, review case studies to learn more about the importance of legal, social and ethical concerns of standards and policy development in the classrooms of today and tomorrow. In addition, students will plan for collaboration with stakeholders in their organization to work towards legal, secure, safe, and ethical implementation of educational technology.

**Prerequisites:** EDT 520 or Permission of Instructor

**Date Approved for 680 Endorsement:**

**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:**

- Understand the terms related to legal, ethical and safe handling of student data
- understand contemporary issues of information security in the education environment
- realize and educate others on the risks involved when information is in electronic form
- be able to assess and participate in the creation of information security policies, procedures, and guidelines
- Conduct analysis of current laws, policies, and practices in the field of educational technology
- Practice working collaboratively and communicating with others to involve and understand multiple stakeholder perspectives

**How does the course explore the central questions?**

<b>Question Depth of Engagement</b> 0=not at all   1= Introduction   2=moderate   3=extensive	
<b>Learning Environments:</b> How do educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	<b>2</b>
<b>Teaching and Learning:</b> How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	<b>2</b>
<b>Digital Citizenship:</b> How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	<b>3</b>
<b>Professional Practice:</b> How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	<b>3</b>
<b>Leadership:</b> How can educators align vision, implementation, and practice to foster learning enhanced by technology?	<b>3</b>

### Computational Thinking

		<b>Depth of Engagement</b> 0=not at all 1= Introduction 2=moderate 3==extensive
<b>Collecting and Creating Data</b>	Textual and Numerical	<b>1</b>
	Images and Graphics	<b>1</b>
	Video	<b>1</b>
	Audio	<b>1</b>
<b>Analysis and Presentation</b>	Written narrative	<b>2</b>
	Website	<b>1</b>
	Graphs and Charts	<b>2</b>
	Graphics	<b>1</b>
	Video	<b>1</b>
	Audio	<b>1</b>
	Database	<b>1</b>
<b>Collaboration</b>	Content Collaboration	<b>2</b>
	Discussion Collaboration	<b>3</b>

### Potential Other Topics

<b>Collecting and Creating Data</b>	Geo-Spatial	<b>0</b>
<b>Analysis and Presentation</b>	Geographic Information Systems	<b>0</b>
	Statistics	<b>1</b>
	Textual analysis Stats Plugin	<b>0</b>

### Potential Course Outline

Module	Example Topics
Module 1 (1 week)	<ul style="list-style-type: none"> <li>• Explore Digital Citizenship Framework from multiple perspectives (students, parents, teachers, administration, technology directors, librarians, industry) including 1) Access, 2) Commerce, 3) Communication, 4) Literacy, 5) Etiquette, 6) Law, 7) Rights and Responsibilities, 8) Health and Wellness, 9) Security</li> <li>• Establish shared vocabulary in the following digital citizenship domains <ul style="list-style-type: none"> <li>◦ Law (i.e. FERPA, CIPA, SOPIPA, Section 508, copyright)</li> <li>◦ Rights and Responsibilities (i.e. ethics, communication, equitable access, acceptable use policies)</li> <li>◦ Security (i.e. plan, redundancy, cyber-security, physical security, risk assessment, vulnerability, business continuity, student data privacy)</li> </ul> </li> <li>• Establish shared vocabulary in the following topics <ul style="list-style-type: none"> <li>◦ Data systems (SIF, SCORM)</li> <li>◦ Policy (AUP)</li> </ul> </li> </ul>
Module 2 (1 week)	<ul style="list-style-type: none"> <li>• Law (i.e. FERPA, CIPA, SOPIPA, Section 508, copyright)</li> <li>• Interview a district technology leader regarding legal aspects of technology</li> <li>• Interview a librarian or other role in education regarding legal aspects of technology</li> <li>• Review of Terms and Conditions</li> </ul>
Module 3 (1 week)	<ul style="list-style-type: none"> <li>• <b>Rights and Responsibilities</b> (i.e. ethics, communication, equitable access, acceptable use policies)</li> <li>• Review district policies in this area, and compare/critique with national examples and peer examples</li> <li>• Leadership Case Study</li> <li>• Begin work on final project</li> </ul>
Module 4 (1 week)	<ul style="list-style-type: none"> <li>• <b>Security</b> (i.e. plan, redundancy, cyber-security, physical security, risk assessment, vulnerability, business continuity, student data privacy)</li> <li>• Review district policies in this area, and compare/critique with national examples and peer examples</li> <li>• Work on final project</li> </ul>
Module 5 (1 week)	<ul style="list-style-type: none"> <li>• Final Applied Project</li> </ul>

### Potential Course Readings and Other Materials:

- Fitzpatrick, K. C. (2015). Student Data at Risk: A Multi-Tiered Approach for Massachusetts to Mitigate Privacy Risks while Utilizing Innovative Education Technology in Schools. *Journal of High Technology Law*, 16, 294.
- Quinn, D.. (2003). Legal Issues In Educational Technology: Implications for School Leaders. *Educational Administration Quarterly*, 39(2), 187–207. <https://doi.org/10.1177/0013161X03251152>
- Ribble, M. (2015). *Digital citizenship in schools* (Third edition). International Society for Technology in Education.
- Stahl, W. M., & Karger, J. (2016). Student Data Privacy, Digital Learning, and Special Education: Challenges at the Intersection of Policy and Practice. *Journal of Special Education Leadership*, 29(2), 79–88.

COSN Protecting Privacy <http://www.cosn.org/ProtectingPrivacy>  
COSN Cybersecurity <http://www.cosn.org/cybersecurity>  
Connect Safely <http://www.connectsafely.org/>  
Common Sense Media <https://www.common Sense.org/education/privacy>  
SOPIPA <https://www.common Sense Media.org/kids-action/about-us/our-issues/digital-life/sopipa>  
Section 508 <https://www.section508.gov/content/build/website-accessibility-improvement>  
Acceptable Use Policies <http://maine.gov/doe/mlti/policy/aup/index.html>  
Acceptable or responsible? What's your use Policy? <https://www.thomasmurray.com/usepolicy/>

### Potential Assignments

**Policy Analysis:** Read an existing official policy related to information security from your school system, place of work, etc. Examples include AUP, privacy statements for e-commerce sites, bills or laws, University policy, etc. Analyze the policy's effectiveness, shortcomings, purpose and stakeholders. Make suggestions for changes and include additional policies that you assess will tighten the overall security position of the organization. (5 pages with additional supplemental policies)

**Security Analysis** You have been following the potential security problems and breaches, with their associated fixes, that have occurred during the semester on specific sites. Select one of the problems and the fixes suggested. Offer brief explanation and discuss the potential consequences and effects should this problem have infiltrated your K12 environment. In addition, reflect upon what you have learned about security, your IT department's work, and information security by following this site.

**Review of Educational Material:** Students will create learning resources for classroom or personnel instruction around security based on the learning, discussion, and concepts introduced and explored in class. (Example: How would you educate fellow coworkers at your school about the importance of safe email practices and web usage? - in a manner that is meaningful and effective) Please be thoughtful as you consider the discussion around what does NOT work in your current environments (Ex. A flyer about changing your password does not qualify for this project, rather a flyer with other supporting information and a lesson taught in class or a workplace seminar would.).

## 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/>

January 9, 2018

MEMO from Jon Ippolito:

RE: Digital Curation Certificate realignment of credit requirements

Last spring UMaine's Digital Curation faculty met to determine how we could best support students in our all-online graduate program. Although we've heard many kind words about our courses and faculty, we've also heard from a number of students concerned about taking on the financial and time commitment of a 6-course certificate.

In response, the Digital Curation faculty conducted a marketing analysis of other university's digital curation graduate certificates and Master's programs (most launched after ours), as well as a review of comparable UMaine certificates. This review showed that the load expected for students in our Digital Curation graduate certificate generally exceeded those of comparable programs, in some cases by as much as 40%.

We believe realigning our credit requirements with the expectations of rival programs will make our program more competitive for new students. Our specific proposal is to change from our current requirements of:

- 4 core courses (12 credits)
- 1 elective (3 credits)
- 1 internship (3 credits)

to:

- 4 core courses (12 credits)
- 1 optional internship (1-3 credits)

As this breakdown indicates, we will still require our original 4 core courses: DIG 500 (acquisition), DIG 510 (metadata), DIG 540 (digital collections and exhibitions), and DIG 550 (preservation). We will, however, no longer require an elective, and the internship requirement will change to 1-3 credits.

Essentially this allows students to choose whether they would like the internship, and if so, how much guidance they would want from instructors. For example, students who want to complete the program as quickly as possible may forego the internship, while students who want help applying course concepts to the workplace can opt to pay from one to three credit hours for faculty to monitor their progress and help them troubleshoot and evaluate the experience.

Together with the newly flexible internship, we believe our unchanging 4 core courses cover the critical lessons all DIG students will need in the workplace, while at the same

time giving them added flexibility in how they pursue their learning goals.

We recognize that the change in requirements will also directly or indirectly impact those already in the program. Following Emily's suggestion, I have alerted current DIG students that they can switch to the new curriculum should it be officially approved this year, thus obviating some courses they might otherwise choose unnecessarily.

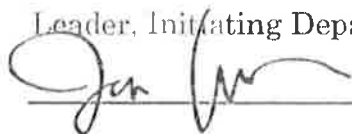
Please let me know if you have any questions about this proposed change or any other aspect of our all-online Digital Curation graduate certificate.

jon

Director, Digital Curation program

ENDORSEMENTS *(Please Print and Sign Name)*

Leader, Initiating Department/Unit



Date

20 Jan 2018

College(s) Curriculum Committee Chair(s)

Thane Fremouw



4/12/18

Dean(s)

Timothy R. Cole



4/10/18

Senior Associate Provost for Academic Affairs

Jeffrey St. John