

September 24, 2018

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

Fr: Kacey Beckwith, Administrative Specialist

Re: **Curriculum Committee, September 11, 2018 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, September 11th at 2:00 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:05-2:15 **SED 566**  
Diane Jackson
2. 2:15-2:25 **EDT 515**  
Johanna Prince
3. 2:25-2:35 **ECO 532**  
Timothy Waring
4. 2:35-2:40 **SED 543**  
No Presentation



## 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 Special Education

COURSE DESIGNATOR SED COURSE NUMBER 566 EFFECTIVE SEMESTER Summer 2019

COURSE TITLE Executive Function in 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

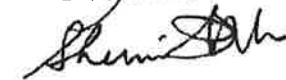
### ENDORSEMENTS

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):

SED 566 Executive Function in Learning (3 credits)

Executive function development may be delayed in student with learning difficulties and developmental disabilities. Supporting development of goal setting, organization, cognitive flexibility, working memory, and self monitoring are key in advancing the skills of all students. Clear links between executive function development and academic performance are seen in reading, writing, and math as well as study skills. This course will look at theory and application of support.

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:

Executive Function in Education-From Theory to Practice edited by Lynn Meltzer  
ISBN 978-1-4625-3453-1 (2018)

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

Diane Jackson, EdD. Special Education Faculty 4/4 load

Reason for new course:

expanding special education offerings  
topical focus need based on current practice  
K-12 application for teachers and others in the field

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.

no

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?

twice online in spring and summer semesters

# **College of Education and Human Development Graduate Course Proposal Routing Slip**

Date            April 18, 2018

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






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

**Course Prefix and Number    Course Title**

EDT 515	Dynamic PK-12 Library Management
SED 543	Program Planning & Curriculum Access
SED 566	Executive Function in Learning

\* \* \* \* \*

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

Date	Initials/Signature	Name	Role
4/18/18		Johanna Prince	EDT Program Coordinator
		Mary Ellin Logue	Chair, School of Learning and Teaching
5/3/18		Sherri Weeks	Chair, COEHD Curriculum Committee
5/11/18		Jim Artesani	Associate Dean of Graduate Education, Research, & Outreach
5/14/18		Tim Reagan	Dean

\* \* \* \* \*

Sent to (who) \_\_\_\_\_ in Graduate School on (date) \_\_\_\_\_ for Graduate Curriculum Committee Review



**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.

**Executive Function in Learning—SED566**  
***Summer 2019***  
***online format***

<i>Instructor:</i>	<b>Diane Jackson, EdD</b>
<i>Class meetings:</i>	<i>online work, I will log on daily M-F at least once</i>
<i>Instructor's e-mail</i>	<a href="mailto:djacks31@maine.edu">djacks31@maine.edu</a>
<i>Office location /phone</i>	114 Shibles Hall Ph. 207-581-2401 - <b>not in every day</b> Email is the most efficient way to make contact <a href="mailto:djacks31@maine.edu">djacks31@maine.edu</a>
<i>Office hours</i>	Please schedule an appt., if needed
<i>College's fax</i>	207-581-2423 (cover sheet needed with my name)

**Required:**

**Melzter, L. (Ed). (2018). *Executive Function in Education From Theory to Practice*. New York, NY. Guilford**

**Dawson, P. & Guare, R. (2018) *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. New York, NY. Guilford**

**Internet + Blackboard access** <https://online.umaine.edu/technologies/blackboard/>

**Course Description:**

Executive function development may be delayed in student with learning difficulties and developmental disabilities. Supporting development of goal setting, organization, cognitive flexibility, working memory, and self monitoring are key in advancing the skills of all students. Clear links between executive function development and academic performance are seen in reading, writing, and math as well as study skills. This course will look at theory and application of support.

**SED 566** is designed to enhance the reflective practice in teacher education as highlighted in the College of Education and Human Development's Mission Statement. This Conceptual Framework document can be viewed on the college website and excerpts and applications appear below.

Through reflective practice, you will participate in self-evaluation and explore a systematic assessment of students you will face and programs you implement. This ongoing process is an indicator of professional development in your chosen field. The diverse population you face will benefit from active engagement between them and you in your professional role. The ability to synthesize information and apply it in the field is the desired outcome of this course. The course is not all-inclusive; you must continue to be lifelong learners and collaborate with peers in your field to advance your understanding of the setting and needs of the communities in which you work.

**What is executive function and how would I use this information in my career?**

Executive skills are used daily by all of us in varying degrees and levels of competency. Children who struggle with executive skills are often evaluated in terms of their working memory, sustained attention, and task initiation. In addition, response inhibition, flexibility, and emotional control play a role in daily success in academic achievement and social interactions. Along with those factors, we see varying levels of organization, planning/prioritizing, and time management skills demonstrated across ages and levels of executive skill development.

**This course will**

- Define executive function
- Identify evidence based strategies for supporting executive skill growth
- Measure effects of skills on individual's or group's progress
- Review the concept of coaching and what it means in academic settings

**The course will require the development of an Executive Function Project**

- Plan can be used with one or more learners...or for yourself
- Your focus can be on someone in grades K-12 or adult learners.
- The intent is that you will create something useable in a setting of your choice with a learner/learners who could benefit from some executive function development... OR your project will be used by you.

The plan will not be research oriented- plan to develop something that can be applied—samples of our **mini-** projects will be provided

**Participation**

Simple – work done on time = potential for full credit.

**Assignments and Discussions**

- Work must be uploaded to BLACKBOARD and not to my email.
- *No extra credit work will be created...*do the assigned work to the best of your ability.

- Post ***on time*** for potential full credit. If the posting time goes by and your work is not uploaded, you will lose 1 point per day it is late unless we have made other agreements on a case by case basis.
- Each piece of work will be assigned points—points will total 100 for the class

### **Grades**

Points – maximum total for class work and participation equals 100%

95-100 = A  
 90-94 = A-  
 87-89 = B+  
 83-86 = B  
 80-82 = B-  
 77-79 = C+  
 73-76 = C  
 70-72 = C-  
 65-70 = D  
 60-64 = D-  
 below 60 = F

## **UNIVERSITY POLICIES**

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.
- **Students Accessibility Services Statement]:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible or be in touch electronically.
- **Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that

event, you will be provided an addendum to the syllabus that will supersede this version.

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

### **Sexual Discrimination Reporting**

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

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources: For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**. For *confidential resources off campus*: **Rape Response Services: 1-800-310-0000** or **Partners for Peace: 1-800-863-9909**.

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help: For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

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

### **Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality,

interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

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

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

### ***Incomplete Grades***

I, for "Incomplete." Incomplete grades, unless made up during the period before the degree is awarded, will remain as I's on the student's transcript. Each department offering a course may establish additional criteria for alteration of an incomplete grade. A student may not carry a combination of more than three incomplete or L (L=stopped attending class) grades in all enrolled degree programs without permission of the graduate program coordinator(s) and the Graduate School.

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.

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

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

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

<http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

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

#### **Tk-20 Online Data Management System (not needed for this course at this time)**

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/>

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I will log on at least once per day M-F to manage grading, answer questions, and upload material/work details in a timely manner.

**Assignments:** Posted in the Assignment section of Blackboard. It is possible to work ahead.... Credit lost for falling behind....write to me if there is an emergency.

**Assignments and discussions will be available on each of the topics below supplemented with journal articles linked to the Syllabus and Files section of Blackboard.**

**16 topics for assignments and discussions totaling      80% of your grade**  
**Approved Project due by the end of the semester      20% of your grade**

#### **Unit 1**

##### **Executive Function: Theoretical and Conceptual Frameworks**

- Executive Function: Concepts Impacting Attention Deficit Hyperactivity Disorder and Specific Learning Disabilities
- Executive Capacities from a Developmental Perspective
- Role of Harvard Child Study Research
- Preschool Foundational Learning

#### **Unit 2**

##### **Executive Function in Different Diagnostic Groups: Challenges of Identification and Treatment**

- Executive Function Difficulties and Learning Differences: Assessment for Teaching

- Non-verbal Learning Disabilities and Executive Function: The Challenges of Effective Assessment and Teaching
- Executive Function in Autism Spectrum Disorder: From Research to Practice

### **Unit 3**

#### **Executive Function Processes in the Content Areas**

- Reading: Current Findings and Interventions
- Executive Function and Reading Difficulties: A Tale of Complexity
- Working Memory and Reading
- Self-regulation and Reading Comprehension: Self-Perceptions and Self-Evaluations
- Interventions Across the Content Areas
- Creating Strategic Classrooms and Schools: Embedding Executive Function Strategies in the Curriculum
- Executive Function Impacting Math
- Self-regulated Strategy Development in Writing
- Optimizing Executive Function in the Digital World: Advances in Universal Design

Each of us has an agenda each day – filled with many tasks represented by the balls in this video. Multiple agendas, competing thoughts, additional people, and obligations make for many interactions each day! Consider this complexity as you watch this video -- Does your juggling make music or is the rhythm off and lacking a tune?

(something to think about as you watch this- you will see this on Assignment 1 also)

<https://www.youtube.com/watch?v=Xu-A0jqMPd8>

**Each week will have some questions to go with chapter content I have created to support where we are going with our efforts. Questions will appear on Blackboard in the Homework section—Check the Discussion board weekly as well.**

#### **Executive Function mini-Project (EFP)-over time**

You will be doing a personal **Executive Function Project (EFP)** looking at an area of your life –either one of your own EF skills at home, in your work setting for yourself or students, or some aspect of your job setting. Details will appear on Blackboard

***Be thinking of an area that interests you in your own environment..*** yourself or your students or your work setting. You will be attempting (with the help of the chapters coming up) to make reading, writing, math, or “the paper chase” into a better alignment for improve executive functions. This site is a compilation of many new and exciting references: [www.understood.org](http://www.understood.org) Use their ‘search’ box to get articles, videos, etc. to help you build your project ideas perhaps.

**In the past**, some students have designed record keeping forms for an area of their classroom or daily functions at work. Some have improved reading support materials or writing curriculums. Others have built a site for math support that parents can use with students. Others have looked at their own day/life and decided that the mess/clutter needs to end. How does one bring order to a setting? Read about it and implement it. How will you know when it is better? Well, that is part of your journey.

Be thinking .... "As I look at my life or my work setting it makes the most sense to focus on something to improve EF in my life, my work life, or my students' lives in this metacognitive strand: \_\_\_\_\_

because \_\_\_\_\_

I could develop/design something to help in this way: \_\_\_\_\_

I will watch for approval. "

Post your idea on the discussion board for feedback that is non-binding from peers  
This is my plan, my timeline, and the expected outcome.



## 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 **Master of Education - Instructional Technology**  
COURSE DESIGNATOR **EDT** COURSE NUMBER **515** EFFECTIVE SEMESTER **Spring 2019**  
COURSE TITLE **Dynamic PK-12 Library 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)**

**Johanna Prince**

Digitally signed by Johanna Prince  
DN: cn=Johanna Prince, o, ou,  
email=johanna.prince@maine.edu, c=US  
Date: 2018.04.18 10:42:20 -04'00'

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

*Shemi Weil*

**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)

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

### EDT 515 Dynamic PK-12 Library Management

The course covers principles and processes underlying the successful administration of a school library including management, program development, and evaluation of contemporary school libraries. The course explores the changing roles and responsibilities of an effective and proactive school librarian. This course will explore the role of educational technology in the effective management of the PK-12 library.

Pre-Req EDT 520 or Permission

3 Credits

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:

American Association of School Librarians. (2017). National School Library Standards for Learners, School Librarians, and School Libraries. Chicago: ALA Editions.

Wools, B. and Coatney, S. (2017) The School Library Manager: Surviving and Thriving. Chicago: Libraries Unlimited.

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

Megan Blakemore, Adjunct 1 course per year

Reason for new course:

In K-12 schools school librarians play a vital role. There is a strong connection between educational technology, digital citizenship, media literacy, and preparing students to meet the ISTE-Student standards. We seek to add a course that would help to strengthen Maine educators access to, and preparation to work at this critical intersection.

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 may increase the demand in EDT 520, and we are prepared for this shift.

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?

# **College of Education and Human Development Graduate Course Proposal Routing Slip**

Date            April 18, 2018

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






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

**Course Prefix and Number    Course Title**

EDT 515	Dynamic PK-12 Library Management
SED 543	Program Planning & Curriculum Access
SED 566	Executive Function in Learning

\* \* \* \* \*

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

Date	Initials/Signature	Name	Role
4/18/18		Johanna Prince	EDT Program Coordinator
		Mary Ellin Logue	Chair, School of Learning and Teaching
5/3/18		Sherri Weeks	Chair, COEHD Curriculum Committee
5/11/18		Jim Artesani	Associate Dean of Graduate Education, Research, & Outreach
5/14/18		Tim Reagan	Dean

\* \* \* \* \*

Sent to (who) \_\_\_\_\_ in Graduate School on (date) \_\_\_\_\_ for Graduate Curriculum Committee Review

**Course:** EDT 515

**Course Title:** Dynamic PK-12 Library Management

**Catalog Description:**

The course covers principles and processes underlying the successful administration of a school library including management, program development, and evaluation of contemporary school libraries. The course explores the changing roles and responsibilities of an effective and proactive school librarian. This course will explore the role of educational technology in the effective management of the PK-12 library.

**Prerequisites:** EDT 520 or permission of the instructor

**Date Approved for 071 Endorsement:** 6/8/18 by email from Stephanie Fyfe to Johanna Prince

**Program Vision**

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

**Course Objectives:**

Students will:

- Work collaboratively with others in the field to explore policy, design, and best practices in school library management across the grade ranges.
- Visit and evaluate a school library with the American Association of School Librarians (AASL) standards
- Understand the history, philosophy, principles and ethics of library and information science.
- Apply the principles and theories of Library and Information Science (LIS) to the school library context including
  - Key issues emerging in school librarianship ranging from information access to roles in school reform and student achievement
  - Information curation and organization.
  - Theories and processes involved in managing personnel, resources, facilities, and finances.
  - Design of space and programs in the school library.
  - Planning and evaluation of the school library program.
- Use of range of educational technologies to connect with both local and global networks of librarians
- Explore a range of digital tools for curation in the school library

**Standards Addressed:**AASL Standards for Initial Preparation of School Librarians:

- Standard 5: Program Management and Administration
  - **5.2 Professional Ethics**
  - **5.3 Personnel, Funding, and Facilities**
  - **5.4 Strategic Planning and Assessment**

MASL Effective School Library Program Standards:

- Domain II. The Library as Learning Commons Standards
  - 2B. Access
  - 2C. Funding
  - 2D. Space
  - 2E. Environment
  - 2F. Technology
  - 2G. Library Media Specialist (LMS)
  - 2H. Support Staff
  - 2I. Schedule

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

<b>Question</b>	<b>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>3</b>
	Website	<b>2-3</b>
	Graphs and Charts	<b>1</b>
	Graphics	<b>1</b>
	Video	<b>2</b>
	Audio	<b>1</b>
	Database	<b>2</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>1</b>
<b>Analysis and Presentation</b>	Geographic Information Systems	<b>1</b>
	Statistics	<b>1</b>
	Textual analysis Stats Plugin	<b>1</b>

### Potential Course Outline

Module	Example Topics
Module 1 (Weeks 1-2)	Professional Ethics and the Foundations of School Librarianship <ul style="list-style-type: none"><li>• History and Background for School Libraries</li><li>• Models and Frameworks, e.g. Learning Commons, Future Ready Libraries</li></ul>
Module 2 (Weeks 3-7)	Managing and Organizing the School Library <ul style="list-style-type: none"><li>• The physical library space</li><li>• Organizing the library collection</li><li>• Budgets and Personnel</li><li>• School library policies</li></ul>
Module 3 (Weeks 8-9)	Strategic Planning and Assessment <ul style="list-style-type: none"><li>• School library standards including AASL and MASL</li><li>• Program evaluation</li></ul>
Module 4 (Weeks 10-11)	Key and Emerging Issues in School Library Management <ul style="list-style-type: none"><li>• Role of technology</li><li>• Proficiency based learning</li><li>• Design/STEM in the library</li><li>• Intellectual Freedom</li></ul>
Module 5: (Week 12)	Advocacy and Leadership <ul style="list-style-type: none"><li>• Librarians as curriculum and instruction leaders</li></ul>

### Potential Course Readings and Other Materials:

American Association of School Librarians. (2017). National School Library Standards for Learners, School Librarians, and School Libraries. Chicago: ALA Editions.

Buchanan, Sarah. 2012. "Designing the Research Commons: Classical Models for School Libraries." *School Libraries Worldwide* 18, no. 1: 56-69.

Buchter, Holli. "Dewey Vs Genre Throwdown." *Knowledge Quest* 42, no. 2 (November 2013): 48-55.

Gorman, M. (1998). The five laws of library science, then & now. *School Library Journal*, 44 (7): 20-23.

IDEO. (2015). "At-A-Glance." *Design Thinking for Libraries*. <http://designthinkingforlibraries.com/>

"Library Bill of Rights", American Library Association, June 30, 2006.  
<http://www.ala.org/advocacy/intfreedom/librarybill>

And Interpretations:

[Access to Resources and Services in the School Library](#)

Loertscher, David V., and Valerie Diggs. 2009. "From Library to Learning Commons: A Metamorphosis." *Teacher Librarian* 36, no. 4: 32-38

"Professional Ethics", American Library Association, May 19, 2017.  
<http://www.ala.org/tools/ethics>

Spina, Carli. 2017. "A place for everyone: how universal design will make your library more inclusive." *School Library Journal*, 63, no. 5: 28-29.

Wools, B. and Coatney, S. (2017) *The School Library Manager: Surviving and Thriving*. Chicago: Libraries Unlimited.

## Potential Activities and Assignments:

**Module 1 Assignment:** *Infographic or Gif Exploring the Past, Present, and/or Future of School Libraries*

Perhaps friends and families have asked you why you are doing this work. *Why does a school librarian need a special degree? Doesn't a librarian just shelve the books?* Create an infographic or a gif that you can share on your social media feeds that explains the role of school libraries. If you make a gif, you might want to do a play on a popular meme, such as the "[How People View my Profession](#)" meme. Incorporate information from the readings and information you have sought on your own. Write an "artist's statement" (approximately one page) explaining why you chose the information you chose to share.

**Module 2 Assignment:** *Your Dream Library*

Choice 1: Design Your Physical Library: Your description may be written, or it may be a visual representation. The model should include layout, plans for organizing the library collection (Dewey, genrefied, mixed, or other).

Possible tools: Tinkercad, LEGO, cardboard, etc.

**Module 3 Assignment:** *Evaluation and Recommendation of a School Library Program*

- Identify a school library program
- Complete the School Library Evaluation Checklist in *National School Library Standards for Learners, School Librarians, and School Libraries* (pp.174-180).
- Answer the Questions for the Reflective Practitioner

Based on your assessment, prepare recommendations for improvement or growth for the library. Students may choose the format for final assessment and recommendations.

**Module 5 Assignment:** Key and Emerging Issues in School Library Management Presentation

- Role of technology → too much? Digital divide?

- Proficiency Based Learning
- Design/STEM in the library
- Intellectual Freedom (shift over time?)

### ***Final Reflective Paper:***

Based on readings and discussions in the class, write an opinion paper which answers the questions:

1. What is a school library?
2. What does a school librarian do?
3. What is the purpose of a school library?

While this is an opinion paper, your claims should be supported by the readings.

### ***Ongoing Project:***

Create a library web presence. This project will begin in Week 5. You will add to your web presence as the course goes on.

### **University of Maine Policies -**

**Please Include on Syllabi and Check For Updated Versions each term here**

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

**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 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 the instructor of the course privately as soon as possible.

FMI <https://umaine.edu/studentaccessibility/>

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

## **5) 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/>



## 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 Special Education

COURSE DESIGNATOR SED COURSE NUMBER 543 EFFECTIVE SEMESTER Fall, 2018

COURSE TITLE Program Planning and Curriculum Access

### 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 2 (FOR COURSE MODIFICATIONS)**

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

SED 543 Program Planning and Curriculum Access

Pre-requisites SED 302, SED 402, or SED500 or instructor permission

Topics include an overview of the special education process through the development of the IEP; how to write an educationally useful IEP; planning for general education curriculum access.

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

SED 543 Program Planning and Curriculum Access

Pre-requisites SED 302, SED 402, or SED500 or instructor permission

Comprehensive introduction to the field of special education, program planning for inclusive settings from theory to practice, and classroom application for accessing the curriculum most suited to the student's needs.

Reason for course modification:

Increase the foundational knowledge regarding the field of special education and making this the first course within our program for all master's degree students in our online special education program.

## **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.

# **College of Education and Human Development Graduate Course Proposal Routing Slip**

Date            April 18, 2018

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






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

**Course Prefix and Number    Course Title**

EDT 515	Dynamic PK-12 Library Management
SED 543	Program Planning & Curriculum Access
SED 566	Executive Function in Learning

\* \* \* \* \*

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

Date	Initials/Signature	Name	Role
4/18/18		Johanna Prince	EDT Program Coordinator
		Mary Ellin Logue	Chair, School of Learning and Teaching
5/3/18		Sherri Weeks	Chair, COEHD Curriculum Committee
5/11/18		Jim Artesani	Associate Dean of Graduate Education, Research, & Outreach
5/14/18		Tim Reagan	Dean

\* \* \* \* \*

Sent to (who) \_\_\_\_\_ in Graduate School on (date) \_\_\_\_\_ for Graduate Curriculum Committee Review