CURRICULUM COMMITTEE REPORT

The Curriculum Committee recommends the following courses to the Graduate Board for approval at its January 26, 2017 meeting.

New Courses:

CMJ 580 Environmental Communication
CMJ 610 Seminar in Risk Communication
EDT 541 Advanced Instructional Design
EDT 543 Practicum in Instructional Design
EDT 561 Technology Supported Inquiry-Based Teaching and Learning
EDT 562 Technology for young Learners
EEL 563 Literacy processing in Middle and High School Settings I
EEL 564 Literacy processing in Middle and High School Settings II
FSN 528 Food Microbiology
FSN 529 Food Microbiology Laboratory
HTY 547 Becoming a Historian and Professional

Modified Courses:

BIO 583 Cell Biology Laboratory
ECO 527 Regional Economic: Modeling
EDT 537 Introduction to Flipped, Blended, and Online Learning
EDT 559 Organizational Leadership for Instructional Technology
EDT 580 Summer Technology Institute
ERS 580 Introduction to Hydrogeology
HED 690 Higher Education Internship

The Graduate School

THE UNIVERSITY OF MAINE

5775 Stodder Hall, Room 42
Orono, Maine 04469-5775
Tel: 207.581.3291
Fax: 207.581.3232
umaine.edu/graduate

December 12, 2016

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

Fr: Erin Twitchell, Administrative Specialist

Re: **Curriculum Committee, December 13th, 2016 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, December 13th at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:30 EDT 541, 561, 537

   Justin Dimmel

2. 2:30-2:40 CMJ 610

   Laura Rickard

3. 2:40-2:50 CMJ 580

   Nathan Stormer

4. 2:50-3:00 FSN 528 & 529

   Jen Perry

5. 3-3:10 HTY 547

   Mark Mclaughlin

6. BIO 583

   No Presentation

7. HED 690

   No Presentation

The Graduate School

THE UNIVERSITY OF MAINE

5775 Stodder Hall, Room 42
Orono, Maine 04469-5775
Tel: 207.581.3291
Fax: 207.581.3232
umaine.edu/graduate

January 17, 2017

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

The following courses will be presented on **Tuesday, January 17th at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:40 EDT 537, 541, 543, 559, 561, 562, 580

   Johanna Prince

2. 2:40-2:50 EEL 563/564

   Lori Taylor

3. 2:50-3:00 ECO 527

   No Presentation

4. 3:00-3:10 ERS 580

   No Presentation

5. 3:15-3:30 DIS 590, 570

   Stephen Gilson

RECEIVED
NOV 14 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Communication and Journalism**

COURSE DESIGNATOR **CMJ** COURSE NUMBER **580** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **Environmental Communication**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Bridie McGreavy 11.08.2016

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

11/08/2016

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: CMJ 580
Title: Environmental Communication
Prerequisites: None
Credit hours: 3

This course provides an introduction to research and practice in the field of Environmental Communication. Through readings, discussion, and active learning approaches, this course examines how communication shapes our collective understanding and decision making about environmental change. We explore diverse environmental communication perspectives and topics, including environmental rhetoric, collaboration and public participation in natural resource issues, news media and environmental journalism, and social and environmental justice.

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:

Cox, J. R., Pezzullo, P. C. (2016). Environmental communication and the public sphere (4th ed.). Los Angeles, CA: Sage Publications.

PDFs of all other readings will be available on Blackboard.

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

Bridie McGreavy, Assistant Professor, 2 courses per semester including 1 graduate course

Reason for new course:

This course aligns with priorities in the Department of Communication and Journalism to create an area of emphasis focused on Environmental Communication. In addition to two new hires (McGreavy and Rickard) who work within this field, the Department also has at least six Master's and Ph.D. students whose work intersects with this field in some way. The course will be offered on a bi-annual basis and the expected enrollment is 12.

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.

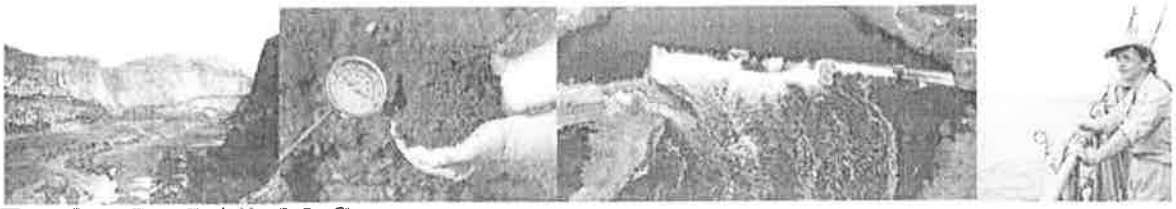
What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This course does not conflict with other courses offered on campus.

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 on a two-year rotation.

Environmental Communication



Faculty: Dr. Bridie McGreavy
Course Schedule: Tuesdays, 6 pm to 8:30 pm
E-mail: bridie.mcgreavy@maine.edu
Office Hours: TBD

Course Description

Opening to today's news stories, you are likely to read about massive flooding, extreme wildfires and drought, accelerating ice melt, and related environmental changes in places around the world. Looking in our own backyards, we may detect some of these or other changes still. By all signs and many scientific reports, we are living in a time of dramatic and amplified change. Dig a little deeper into the news coverage, you may also find stories of people who care deeply about environments and where they live and how they are finding ways to create a better world. This course focuses on how communications shapes our understandings of the environment and responses to environmental changes such as these.

Informed by the field of Environmental Communication (EC), we focus on how communication allows us to identify and understand "the failures, distortions, and/or corruption" that prevent us from effectively responding to socio-environmental issues, like climate change; ocean acidification; injustice in its many forms; among other pressing concerns. Paying attention to the problems with communication about the environment allows us to identify ways that we may change our communication , to "recommend alternatives, to enable [people] to respond to signals of environmental stress in ways that are appropriate to human and biological well-being" (Cox, 2007, p.18). Thus, as we engage with communication about the environment, we will identify and create ways of communicating about the environment that inform and inspire action for a more sustainable future.

Objectives

In this course we will:

- Explore, experience, and cultivate a sense of wonder for the environment that sustains us
- Reflect on and examine our own communication about the environment
- Discuss and apply environmental communication perspectives, including symbolic constructions and visualizations of environments; environmental journalism and news media; science and risk communication; social and environmental justice; and public participation, collaboration and conflict mediation.
- Develop and present an independent research project that could be presented or published within the field of EC

Learning Outcomes

By the end of this course, you will be able to:

- Reflect on how communication shapes your own perceptions of the environment
- Describe core commitments in EC, why scholarship and practice in EC matters, and how you can participate in this field as a student, scholar, and practitioner
- Critically examine how communication shapes awareness, understanding and action in relation to the environment
- Apply EC perspectives to produce publishable research in the field

Texts & Technologies

There are two required texts for this class:

- Cox, J. R., Pezzullo, P. C. (2016). *Environmental communication and the public sphere* (4th ed.). Los Angeles, CA: Sage Publications.

Additional readings will be posted to Blackboard as PDF files throughout the semester. Though not required, I highly recommend joining the International Environmental Communication Association (IECA). As a member, you will receive immediate access to a Master Bibliography, regular e-mail updates, and discounted rates on conferences and other events. The student member fee is $60: https://theieca.org/membership.

Grading and Assignments

1. Participation 25%
   Attendance at all classes including the field trip, completing in-class and take home assignments, and active participation in class discussions
2. Constructive Reading Critiques (6 out of 8) 25%
3. Environmental Communication Research Project 50%
   - Project proposal 15%
   - Presentation ..... 15 %
   - Final paper 20%

Grade scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 60-66; F 0 -59

1. Participation

Attendance at all classes and active participation in discussion and class activities is essential for meaningful learning in this course. Active participation means coming to class prepared to discuss, ask questions about, and engage the themes introduced in the readings. It also means showing up, physically and practically, for field based activities and assignments.

You will be asked to lead class discussion at least once during the semester. Discussion leadership is about creating a space where people can thoughtfully consider questions, themes, and issues in environmental communication From a rhetorical perspective, we can approach leadership not as a role but as a condition of the discussion itself. Leadership is about attending to group dynamics, promoting dialogue and voice, being sensitive to issues

of power and inclusivity, and sensing the timing for when a new idea or question might invent new possibilities for learning and discussion. Leadership in this sense is relational and is enhanced through the group's commitment to dialogue.

2. Constructive Reading Critiques (6 out of 8 possible)

The Constructive Reading Critiques (CRCs) are designed to help you develop reading habits that will support your projects in this course and in your academic program. We will approach your reading and the CRCs as a rhetorical situation (Bitzer, 1992). As Bitzer (1992) argues, "the world really invites change—change conceived and effected by human agents who quite properly address a mediating audience. The practical justification of rhetoric is analogous to that of scientific inquiry: the world presents objects to be known, puzzles to be resolved, complexities to be understood" (pp. 13-14). He invites us to engage with our reading as a change making process. How are the pieces you are reading a response to the world? How are you actively making meaning of the ideas the authors express? What remains to be said or done in the ongoing unfolding of puzzles and complexities inherent in writing and world making?

The CRC will have three parts. In one page (or less) briefly describe the:

Exigence: The problems, needs, or contexts and the central questions the authors address.

Audience (you): How do these articles help you think about your own project? How do you make meaning of the work?

Constraints: Describe the limits of these articles in a way that does not reject the argument but seeks to compose from it (Latour, 2010). Conclude with a provocative question that could guide discussion.

Approaching your reading as a rhetorical situation means first recognizing how each piece was written to respond to a problem or context, an *exigence*, that makes the work relevant in the field of rhetoric and for ethnography as method. Though there are many ways to conceive of audience, in your reading you are the *primary audience*. You will engage your own meaning making to summarize themes or ethnographic practices and how these themes or practices relate to your final project. Finally, you will explore the *constraints* or limits of the arguments. Critique seeks to identify constraints so we may choose to live within those limits or, conversely, transform what is possible within rhetorical ethnography. The critique is written with composition, i.e. creativity, making, and world-building, in mind. It is a problem-posing and questioning mode of inquiry so the critique section should conclude with a question that could guide group discussion and critical reflection.

3. Do Something That Matters, and Share It

This is an open-ended assignment that asks that you do something that matters for understanding, and potentially, changing how you relate to the environment. This could take many forms, from a semester-long nature journaling exercise where you explore your changing meanings and relationships with the environment, to a service project where you document your role and outcomes, to changing daily habits to make less of an impact on Earth's resources such as reducing the amount of meat you eat, to a creative adventure in world making *writ large*.

The basic assignment is truly that you do something that matters, and share it.

4. Environmental Communication Research Project

The goal of the final paper or project is to provide an opportunity for you to connect the course content to support the development of your graduate work. You may choose from a range of options including, but not limited to, the following:

- Final Paper: Write a final paper that could be submitted for conference presentation. This is a 12 to 15 page paper written in APA style that either builds new rhetorical ethnographic theory, innovates around method, or shares empirical or critical rhetorical ethnographic research.
- Final Paper, modified: Write a final paper that supports the development of a dissertation or thesis or that helps you meet your professional goals, such as to develop grant writing skills. This may include a more extensive literature review.
- Final Project: The final project is the most flexible and open ended, and will require at least one meeting with me to discuss the vision for this.

Prospectus: This is a 3-page paper that details what you plan to do for your final paper or project; provides a preliminary literature review; and describes how this is relevant for your professional or personal goals as a learner.

Complete rough draft: The rough draft is an opportunity for you to get in-depth feedback about the development of your final paper or project. This should be developed enough to provide me with a strong sense of what the final version of your paper or project will be. You will receive a preliminary grade that will be replaced with the final grade. This will give you a sense of how much more the project needs to grow.

Final Presentation: The final presentation is a conference style presentation, including 10 to 12 minutes of oral presentation followed by 5 minutes of Q &A. Though not required, I encourage you to try out the rhetorical style of giving conference presentations where you do a prepared reading from a manuscript that is written for oral presentation. Six pages of double spaced text read at a comfortable, slow pace takes about 12 minutes.

Final Paper or Project: This will the culmination of your semester's work and is designed to meaningfully connect with your broader graduate research program and your new or enhanced expertise in rhetorical ethnography.

University Policies

Academic Conduct

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 Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

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/

Course Schedule

Date	Topics & Questions	Readings & Assignments
Week 1 Orienting to Environmental Communication as a field		
Tue. 1/17	What is the course about? How will our study shape graduate work?	**Read:** Cox and Pezzullo (2016), Ch. 1-2; Cox and Depoe (2016); Milstein (2009)
Week 2 A history of environmental communication		
Tue. 1/24	What are the origins of the field? What does it mean to be in a crisis discipline?	**Read:** Cox (2007); Schwarze (2007); Peterson et al., (2007); Oravec (2004)
Week 3 An introduction to environmental rhetoric		
Tue. 1/31	How has rhetoric shaped environmental communication as a field?	**Read:** Herndl and Brown (1996); Waddell (2000); Cox and Pezzulllo (2016), Ch. 3 **Due:** CRC #1
Week 4 Narratives, storytelling, and environmental performance		
Tue. 2/7	How does environmental storytelling influence relationships with the world?	**Read:** Carbaugh (1999); Carson (1962), Silent Spring
Week 5 News media and environmental journalism		
Tue. 2/14	How do news media and journalists communicate about the environment?	**Read:** Cox and Pezzullo (2016), Ch. 4 and 5 **Due:** CRC #2
Week 6 Climate change communication		
Tue. 2/21	How do we communicate climate change?	**Read:** Moser and Dilling (2007); Nisbet et al., (2010) **Due:** CRC #3
Week 7 Science communication		
Tue. 2/28	How are the issues related in science communication in the context of global change?	**Read:** Cox and Pezzullo (2016), Ch. 6 and 7; **Due:** Prospectus **Due:** CRC #4
Weeks 8 & 9 Spring Break		
Week 10 Social and environmental justice,		
Tue. 3/21	How is justice communicated?	**Read:** Sandler and Pezzullo (2007); Cox and Pezzullo (2016), Ch. 10 **Due:** CRC #5
Week 11 Collaboration and participation for sustainability		
Tue. 3/28	How do we work together to advance sustainability goals?	**Read:** Daniels & Walker (2001); Thompson (2009) **Due:** CRC #6
Week 12 Human-animal communication		
Tue. 4/4	What does it mean to communicate with animals?	**Read:** Milstein and Kroløkke (2012) **Due:** Rough draft

Week 13 Flex week		
Tue. 4/11	*This is a flex week for storm cancellations and to pursue emergent interests.*	
Week 14 Ecological and posthuman perspectives on the environment		
Tue. 4/18	How do we communicate our relationships with the world around us ecologically?	**Read:** Rogers (1998); Haraway (2016) **Due:** CRC #8
Week 15 Practice and synthesis		
Tue. 4/25	Final presentations	**Due:** Final presentations
Week 16 Practice and synthesis		
Tue. 5/2	Final presentations	**Due:** Final presentations
Week 17 Final papers		
Tue. 5/9	No class	**Due:** Final papers or projects

RECEIVED

NOV 14 2016

GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Communication & Journalism**

COURSE DESIGNATOR **CMJ** COURSE NUMBER **610** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **Seminar in Risk Communication**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

11.08.2016

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

11/08/2016

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):

CMJ 610 - Seminar in Risk Communication

Examines social scientific theories and concepts relevant to risk communication, including risk perception, strategic communication, media effects, public engagement, and judgment and decision-making. Includes relating course content to case studies of recent environmental, health, and science-related risk issues.
Prerequisites & Notes
permission.

Credits: 3

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

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

Text(s) planned for use:

Arvai, J., & Rivers III, L. (Eds.) (2014). Effective risk communication. New York: Routledge.

Cho, H., Reimer, T., & McComas, K. A. (Eds.). (2015). The SAGE handbook of risk communication. Thousand Oaks, CA: Sage.

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

Laura N. Rickard is an assistant professor in CMJ, and affiliated faculty with SEANET. Dr. Rickard has a 1-1 teaching load until the 2019-2020 academic year, when it becomes 2-2.

Reason for new course:

This course will be available to graduate students within and outside of CMJ. It reflects a new emphasis among our faculty. The course deals with issues of human health and environment and so strengthens our Department's offerings relative to University strategic emphases on the environment and aging. With this and the graduate-level Environmental Communication course, the department offers two courses to graduate students interested in communication surrounding science, health, and environmental issues.

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.

The course does not overlap with any other curriculum. It may be a course that graduate students affiliated with other programs (e.g., School of Marine Sciences, School of Economics) decide to enroll in, but it does not affect any other unit's mission in a negative way.

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 every other year, and will not affect any salary payments.

SECTION 2 (FOR COURSE MODIFICATIONS)

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

Seminar in Risk Communication

CMJ 610 ♦ Spring 2017 ♦ Department of Communication & Journalism
University of Maine
Mondays, 6-8:30 pm ♦ 424 Dunn Hall

Instructor: Dr. Laura Rickard
Office: 428 Dunn ♦ **Phone:** (207) 581-1843♦ **Email:** laura.rickard@maine.edu
Office Hours: Thursdays, 12:30-2 pm, or by appointment

Course Description

Zika virus, Ebola outbreaks, the BP oil spill, anthropogenic climate change, Superfund sites.... These and other health and environmental "risks" seem to confront us daily as we tune in to the local news, chat with our co-workers, or even walk through our neighborhoods. What constitutes our perception of these risks, and how does our communication about them influence individual-level behaviors, and even societal-level policy decisions?

Studying perception of risk, including the implications for communication and policy, requires a commitment to understanding research from a variety of fields. At its best, risk communication uses social science theories and methods to understand the nature of public discourse around issues of environmental, health (human, wildlife, or otherwise), or societal risk. The goal is generally to assess and shape the impact of that discourse on individuals or society in the context of organizational objectives. Individuals can experience discourse directly – such as through interpersonal conversation or public meetings – or indirectly through news or entertainment media. When we study risk from a social scientific perspective, we face the challenge of grasping the social psychological and sociological aspects of risk perceptions and crisis response, while also accounting for the political context.

In studying risk perception and communication theory, we will examine a variety of examples in both the environmental and human/wildlife health realms. As we will see throughout the semester, such realms are often intertwined.

Student Learning Outcomes

This course will emphasize understanding, applying, and comparing/contrasting theories of risk communication. It encourages you to think critically about risk communication as a dynamic process. After taking this course, you should be familiar with the major theoretical approaches to studying risk communication and have an appreciation for how these theories relate to the practice of risk communication. Specifically, a student who has completed this course should be able to:

- Explain how various audiences may react to, understand, and behave toward risk issues.
- Describe strategies used to communicate with public audiences about risk issues – including possible benefits and drawbacks of these strategies.
- Apply social scientific theory to understanding past – and making predictions about present/emerging – real-world risk issues.
- Utilize critical reading, thinking, and writing skills to explore and articulate opinions on questions related to risk perception and communication.

Class Structure

The class is divided into two main parts. For the first part of the class (weeks 1-5), we will discuss foundational theoretical concepts relevant to risk communication. Building on these ideas, during the second part of the class (weeks 7-13), we will examine several cases studies modeled on current events designed to bring a specific topic area to life. Each case will include a discussion of the issues at play, including relevant risk communication theories useful for interpreting the case, and implications for policymaking. Each class will consist mainly of discussion – both full class, and smaller groups – as well as short lectures, multimedia clips, and student presentations.

Textbooks and Supplies

We will be reading chapters from the following two textbooks, both of which are available as eBooks through Fogler Library:

Arvai, J., & Rivers III, L. (Eds.) (2014). *Effective risk communication*. New York: Routledge.

Cho, H., Reimer, T., & McComas, K. A. (Eds.). (2015). *The SAGE handbook of risk communication*. Thousand Oaks, CA: Sage.

Other assigned readings will be made available on the class Blackboard site.

Evaluation

Thought Pieces (five total: Weeks 1-5)

On several occasions throughout the semester, you will be asked to respond to the week's readings. You may choose to comment on an aspect of the reading you found interesting, confusing, troubling, etc., and/or pose additional questions for discussion. Do not feel that you need to discuss every detail of each reading assigned, and please limit your summarization of the readings; I am more interested in your discussion of the readings' strengths, weaknesses, and ideas. The following are questions that may inform your responses (but are by no means an exhaustive list!):

- Are the authors of the articles expressing a fundamental argument? Do they appear to agree or disagree on a certain concept?
- Do different authors employ different research methods? If so, what are the benefits and drawbacks of these methods, and how might they influence the findings reported?
- What are the shortcomings of the research and how are they addressed?
- What are the implications of this concept (theory, etc.) for practice, such as a campaign or policy?
- How might the findings suggest future research? (Or, how does it relate to research you are currently doing, or plan to do?)

In addition, your reading response must **articulate at least one question raised by the readings that you would like to see discussed in class.**

These responses must not exceed 3 pages, double-spaced, and must be emailed to me by **5 pm on the Sunday prior to class**. Please see the syllabus for due dates. We will use these as a starting point for each week's in-class discussion.

Discussion Leader (once during semester)

Once during the semester, each student will be responsible for serving as the discussion leader. When leading discussion, students will be responsible for:

- Giving an analytic overview of the reading assigned for the week
- Giving a short background on the week's risk communication case
- Leading the class in a discussion and/or activity (e.g., watching a relevant video clip) related to the week's readings and the case. This need not take the entire class period; however, the class leader is expected to get the discussion started.
- Preparing a written summary of the readings, the discussion questions, and a supplemental bibliography. These written summaries are due to me by email by 5 pm **on the Sunday before the day of class leading**. I will make copies to distribute to the class.

Students will sign up for a discussion leading during the second week of classes. More detailed information on the discussion leading will be given in class.

Annotated Bibliography and Paper Outline (due March 20)

You will research a topic relevant to concepts/theories explored in this class and prepare an annotated bibliography of materials and outline for a paper to be written based on these materials. More information will be provided about this assignment closer to the due date.

Final Paper (in-class presentation and final paper due May 8)

Your paper may take one of two forms: (1) it may address a question relevant to the study of risk communication; (2) it may be a case study examining an issue/current event related to risk communication. The paper should not exceed 20 double-spaced, typed pages, *plus* charts, figures, tables, and references. You will present your paper during exam week. More information will be provided about this assignment closer to the due date.

- **Option 1 – Write & answer your own essay question:** This assignment gives the student the opportunity to synthesize the semester's readings and discussions, and to identify gaps in research and areas for future study. The task is to develop an essay question that would be appropriate to be asked as part of a comprehensive Ph.D. examination in risk communication (e.g., a written "A exam" question) and to answer that question. For example, a paper could address the question "what is the role of gender in risk perception?" or "what makes visual images 'effective' in the context of climate change risk communication?" Ph.D. students preparing for comprehensive exams, or students with clear research interests in risk communication are encouraged to pursue this option.
- **Option 2 – Case Study:** This assignment gives the student an opportunity to examine a risk communication case in depth. You will be expected to find both popular and scientific sources to describe the case, and you must also identify media coverage of the case. The final product will describe the case, analyze it from a theoretical point of view, and offer recommendations based on your research. For example, a paper could examine the recent Zika virus outbreak in the U.S. through newspaper coverage, information provided on scientific blogs, and even public opinion polling (as available).

Class Participation (weekly)

I expect everyone to be engaged with the subject matter, but I am more interested in the quality of your participation rather than *just* the quantity. In other words, I am looking for insightful interventions made at strategic times that help guide the discussion in interesting directions.

Each assignment is worth the following percentage of your final grade:

Thought pieces	20%
Discussion leader	20%
Annotated bibliography and final paper outline	20%
Final paper	25%
Class participation	15%

Course Policies

Please be sure to familiarize yourself with the following course policies:

Attendance, Preparation, and Participation

I expect you to be in class each week, on time, and for the entire class period. Occasionally, sickness, family emergencies, or a job interview may cause you to miss a class. If you do miss class, you are responsible for obtaining class notes and any other materials distributed in class on the day(s) you missed. If possible, please alert me ahead of time if you know that you will be missing class. Because we only meet once per week, **any unexcused absence** (i.e., not due to sickness, family emergency, etc.) will result in a deduction from your final participation grade.

A successful graduate seminar is built on the mutual preparation, participation, and respect of the instructor and the students. Therefore, class participation is not simply "showing up." It's also your active engagement in class discussions as well as timely completion of your reading. You should come to class having read the material (i.e., papers, chapters, and case study materials) closely and thoroughly, and expect to engage in discussion about it. If you have questions about the material, I expect you to bring these to my attention; often, other students will have the same question, and this makes for a great starting point for discussion.

Assignments

Assignment due dates are noted on the schedule below. **Late assignments are not accepted.** Exceptions to this policy will be granted in the case of serious medical or personal issues. In this case, please discuss your situation with me as early as possible so that we can come up with a revised deadline. All assignments will be **submitted electronically via Blackboard**, unless otherwise noted.

- *Citations.* I expect that you will adhere to a commonly accepted reference system in your written work. If you're unsure of which system to use, I would recommend the Publication Manual of the American Psychological Association (APA), 6th edition. A great online resource for your APA-related questions is the Purdue University Online Writing Lab (OWL) – see the link on the class Blackboard site. Do your best to follow this (or another) reference system when citing class readings or other sources, and ask if you are in doubt!
- Proofread your written work carefully. Errors in spelling, format, grammar, and clarity of thought will affect the grading of all written work, as will failure to cite sources.

The following grading scale will be used to calculate your final grade:

Grading Scale	
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% or below
S	Satisfactory
U	Unsatisfactory
I	Incomplete
IF	Incomplete/Fail

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 Physical and Learning Disabilities

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.

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/

Course Schedule

Below is a *tentative* schedule for the semester. You are responsible to keep up on any revisions, which may be announced in class or posted on Blackboard. Readings will be available on Blackboard or in one of the textbooks (see above).

Please note: 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.

CMJ ~~598~~ 610 Course Schedule – Spring 2017

Dates	Readings Due
Week 1: January 23 **Overview of Risk Communication**	• McComas, K. A. (2006). Defining moments in risk communication research: 1996-2005. *Journal of Health Communication, 11,* 75-91. • Fischoff, B. (1995). Risk perception and communication unplugged: Twenty years of process. *Risk Analysis, 2,* 137-144. • Leiss, W. (2014). Learning from failures. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 277-291). New York: Routledge. • Slovic, P. (1987). Perception of risk. *Science, 236,* 280-285. • Wardman, J. (2008). The constitution of risk communication in advanced liberal societies. *Risk Analysis, 28*(6), 1619-1637 ***Thought Piece #1 due, 5 pm Sunday***
Week 2: January 30 **Affect & Heuristics** *Sign-ups for leading discussion	• Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185,* 1124-1131. • Loewenstein, G. F., Weber, E. U., Hsee, C. K., & Welch, N. (2001). Risk as feelings. *Psychological Bulletin, 127,* 267-286. • Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis, 24*(2), 311-322. • Slovic, P. (2007). "If I look at the mass I will never act": Psychic numbing and genocide. *Judgment and Decision Making, 2,* 79-95. • Rickard, L., McComas, K., & Newman, S. (2011). Visitor proficiency profiling and risk communication at a national park. *Environmental Communication, 5*(1), 62-82. ***Thought Piece #2 due, 5 pm Sunday***
Week 3: February 6 **The "White Male Effect"**	• Finucane, M., Slovic, P., Mertz, C. K., Flynn, J., & Satterfield, T. A. (2000). Gender, race, and perceived risk: The 'white male' effect. *Health, Risk and Society, 2*(2), 159-172. • Olofsson, A., & Rashid, S. (2011). The white (male) effect and risk perception: Can equality make a difference? *Risk Analysis, 31*(6), 1016-1032. • McCright, A. M., & Dunlap, R. E. (2011). Cool dudes: The denial of climate change among conservative white males in the United States. *Global Environmental Change, 21*(4), 1163-1172. • Kahan, D. M., Peters, E., Wittlin, M., Slovic, P., Ouellette, L. L., Braman, D. & Mandel, G. (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. *Nature Climate Change, 2,* 732-735. ***Thought Piece #3 due, 5 pm Sunday***

Week 4: February 13	**No class. Dr. Rickard traveling**
Week 5: February 20 **Risk Information Seeking & Processing**	• Dunwoody, S., & Griffin, R. J. (2015). Risk information seeking and processing model. In H. Cho, T. Reimer, & K. A. McComas (Eds.), *The Sage handbook of risk communication* (pp. 102-116). • Yang, Z. J., & Kahlor, L. (2013). What, me worry? The role of affect in information seeking and avoidance. *Science Communication, 35*, 189-212. • Yang, Z. Y., Rickard, L. N., Harrison, T. M., & Seo, M. (2014). Applying the Risk Information Seeking and Processing (RISP) model to examine support for climate change mitigation policy. *Science Communication, 36*(3), 296-324. • Braun, J., & Niederdeppe, J. (2012). Disruption and identity maintenance in risk information seeking and processing. *Communication Theory, 22*, 138-162. ***Thought Piece #4 due, 5 pm Sunday***
Week 6: February 27 **Visuals & Risk Communication**	• King, A. J. (2015). Visual messaging and risk communication. In H. Cho, T. Reimer, & K. A. McComas (Eds.), *The Sage handbook of risk communication* (pp. 193-205). Los Angeles: Sage. • Zillmann, D. (1999). Exemplification theory: Judging the whole by some of its parts. *Media Psychology, 1*(1), 69-94. • Lipkus, I. M., & Hollands, J. G. (1999). The visual communication of risk. *Journal of the National Cancer Institute*, 25, 149-163. • O'Neill, S., & Nicholson-Cole, S. (2009). "Fear won't do it": Promoting positive engagement with climate change through visual and iconic representations. *Science Communication, 30*(3), 355–379. • Lundell, H. C., Niederdeppe, J., & Clarke, C. E. (2013). Exploring interpretation of complexity and typicality in narratives and statistical images about the social determinants of health. *Health Communication, 28*(5), 486-498. ***Thought Piece #5 due, 5 pm Sunday***
Spring Break: March 6-19	
Week 7: March 20 **Messages, Frames, and Unintended Consequences** **[Case Study:**	• Salmon, C. T., Byrne, S., & Fernandez, L. (2014). Exploring unintended consequences of risk communication messages. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 292-303). New York: Routledge. • Decker D. J., Siemer, W. F., Evensen, D. T., Stedman, R. C., McComas, K. A., Wild, M. A., et al. (2012). Public perceptions of wildlife-associated disease: Risk communication matters. *Human-Wildlife Interactions, 6*(1),112–22. • Roh, S., McComas, K. A., Rickard, L. N., & Decker, D. (2015). How motivated reasoning and temporal frames may polarize opinions about wildlife disease risk. *Science Communication, 37*(3), 340-370. • Lu, H., McComas, K. A., Buttke, D. E., Roh, S., & Wild, M. (2016). A One Health message about bats increases intentions to follow public health guidance on bat rabies. PLoS ONE, *11*(5), e0156205. ****Read case study materials**** ****Annotated Bibliography & Paper Outline Due****

Wildlife Disease]	
Week 8: March 27 **Trust & Credibility** **[Case Study: Silicone Breast Implants]**	• Slovic, P. (1993). Perceived risk, trust, and democracy. *Risk Analysis, 13*, 675-682. • Trumbo, C. W., & McComas, K. A. (2003). The function of credibility in information processing for risk perception. *Risk Analysis, 23*, 343-353. • Siegrist, M. & Cvetkovich, G. (2000). Perception of hazards: The role of social trust and knowledge. *Risk Analysis, 20*, 713-719. • Poortinga, W., & Pidgeon, N. F. (2006). Prior attitudes, salient value similarity, and dimensionality: Toward an integrative model of trust in risk regulation. *Journal of Applied Social Psychology, 36*(7), 1674-1700. • Tuler, S., & Kasperson, R. (2014). Social distrust and its implications for risk communication: An example from high level radioactive waste management. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 91-107). New York: Routledge. ****Read case study materials****
Week 9: April 3 **Risk in the Media** **[Case Study: Autism & Vaccines]**	• Priest, S. (2015). Media portrayal of risk: The social production of news. In H. Cho, T. Reimer, & K. A. McComas (Eds.), *The Sage handbook of risk communication* (pp. 208-215). Los Angeles: Sage. • Neeley, L. (2014). Risk communication in social media. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 143-164). New York: Routledge. • Tyler, T. R. & Cook, F. L. (1984). The mass media and judgments of risk: Distinguishing impact on personal and societal level judgments. *Journal of Personal and Social Psychology, 47*, 693-708. • Zhao, X., Leiserowitz, A., Maibach, E.-W., & Roser-Renouf, C. (2011). Attention to science/environment news positively predicts and attention to political news negatively predicts global warming risk perceptions and policy support. *Journal of Communication, 61*, 713-731. • Dixon, G., & Clarke, C. (2013). Heightening uncertainty around certain science: Media coverage, false balance, and the autism vaccine controversy. *Science Communication, 35*(3), 358-382. ****Read case study materials****
Week 10: April 10 **Social Amplification of Risk**	• Kasperson, R. E., Renn, O., Slovic, P., Brown, H. S., Emel, J., Goble, R., et al. (1988). The social amplification of risk: A conceptual framework. *Risk Analysis, 8*, 177-187. • Binder, A. R., Cacciatore, M. A., Scheufele, D. A., & Brossard, D. (2015). The role of the news media in the social amplification of risk. In H. Cho, T. Reimer, & K. A. McComas (Eds.), *The Sage handbook of risk communication* (pp. 69-85). • Masuda, J. R., & Garvin, T. (2006). Place, culture, and the social amplification of risk. *Risk Analysis, 26*(2), 437-454. • Lewis, R. E., & Tyshenko, M. G. (2009). The impact of social amplification and attenuation of risk and the public reaction to mad cow disease in Canada. *Risk Analysis, 29*, 714-728.

[Case Study: Mad cow Disease]	• Rickard, L. N., McComas, K. A., Clarke, C. E., Stedman, R. C., & Decker, D. J. (2013). Exploring risk attenuation and crisis communication after a plague death in Grand Canyon. *Journal of Risk Research,* 16(2), 145-167. ****Read case study materials****
Week 11: April 17 **Optimism & Efficacy** **[Case Study: Health Behavior]**	• Weinstein, N. (1989). Optimistic biases about personal risks. *Science, 246,* 1232-1233. • Witte, K. (1994). Fear control and danger control: A test of the extended parallel process model (EPPM). *Communication Monographs, 61,* 113-134. • Chapin, J. R. (2000). Third-person perception and optimistic bias among urban minority at-risk youth. *Communication Research, 27,* 51-81. • Yang, Z. J. (2012). Too scared or too capable? Why do college students stay away from the H1N1 flu vaccine? *Risk Analysis, 32*(10), 1703-1716. • Rimal, R., & Limaye, R. (2013). Sociocognitive approaches for AIDS prevention: Explicating the role of risk perceptions and efficacy beliefs in Malawi. In R. E. Rice & C. K. Atkin (Eds.), *Public communication campaigns (4th ed.)* (pp. 245-258). ****Read case study materials****
Week 12: April 24 **Public Engagement** **[Case Study: Cancer Clusters]**	• Webler, T. (2014). Why risk communicators should care about the fairness and competence of their public engagement process. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 134-142). New York: Routledge. • Besley, J. C., & McComas, K. A. (2014). Fairness, public engagement, and risk communication. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 108-123). New York: Routledge. • McComas, K. A., Trumbo, C. W., & Besley, J. C. (2007). Public meetings about suspected cancer clusters: The impact of voice, interactional justice, and risk perception on attendees' attitudes in six communities. *Journal of Health Communication, 12,* 527-549. • Abelson, J., Eyles, J., McLeod, C. B., Collins, P., McMullan, C., & Forest, P. G. (2003). Does deliberation make a difference? Results from a citizens' panel study of health goals priority setting. *Health Policy, 66*(1), 95-106. ****Read case study materials****

Week 13: May 1 **Psychological Distance** **[Case Study: Climate Change]**	• Zwickle, A., & Wilson, R. S. (2014). Construing risk: Implications for risk communication. In J. Arvai & L. Rivers III (Eds.), *Effective risk communication* (pp. 190-203). New York: Routledge. • Brugger, A., Dessai, S., Devine-Wright, P., Morton, T. A., & Pidgeon, N. F. (2015). Psychological responses to the proximity of climate change. *Nature Climate Change, 5*, 1031-1037. • Rickard, L. N., Yang, Z. J., & Schuldt, J. P. (2016). Here and there, then and now: How climate 'departure dates' influence climate change engagement. *Global Environmental Change, 38*, 97-107. • Scannell, L., & Gifford, R. (2013). Personally relevant climate change: The role of place attachment and local versus global message framing in engagement. *Environment & Behavior, 45*(1), 60-85. ****Read case study materials****
Week 14: May 8 **[Exam week]**	**In-class presentations of final paper during scheduled exam period** **Final paper due**

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **MEd in IT In COEHD**

COURSE DESIGNATOR **EDT** COURSE NUMBER **541** EFFECTIVE SEMESTER **Su17**

COURSE TITLE **Advanced Instructional Design**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince

Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.10.25 15:49:45 -04'00'

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

EDT 541 Advanced Instructional Design
This advanced course extends students' knowledge of the theory and practice of instructional design as well as introduces students to the practice of research in instructional design. Students will design original 2D and 3D models of physical spaces as well as plan types of instruction and learning that their designs would facilitate. Students will also work with technology mediated approaches to instruction and plan curricula that helps students master content and skills appropriate for the 21st Century information culture. Throughout, students will critically assess the efficacy of their own and each other's designs to meet learning objectives. The course will have synchronous and asynchronous elements. Students will also work independently as well as in small groups on projects.
Prerequisites: EDT 540 or Permission of Instructor
Graduate Level, 3 credits

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

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

Text(s) planned for use:

See full list on attached blueprint
How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000) The National Academies Press. (http://ursus.maine.edu/record=b4996683~S1)

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

Dr. Peter Schilling, Executive Director Innovation in Teaching and Learning, UMaine

Reason for new course:

We have developed a new Certificate in Instructional Design to support both practicing K-12 educators, and the increasing population of educators working in blended, online, and flipped learning environments in K-12 settings, informal educational settings, and higher education. This course deepens knowledge and skills gained in the introduction to instructional design and project management course, EDT 540

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.

This course will be paid for from the MEd in IT program budget.

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

We have shared our course plans with the STEM Research group in COEHD and no concerns have been noted.

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 once a year.

SECTION 2 (FOR COURSE MODIFICATIONS)

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

Course: EDT 541
Course Title: Advanced Instructional Design
Approved Catalog Description: This advanced course extends students' knowledge of the theory and practice of instructional design as well as introduces students to the practice of research in instructional design. Students will design original 2D and 3D models of physical spaces as well as plan types of instruction and learning that their designs would facilitate. Students will also work with technology mediated approaches to instruction and plan curricula that helps students master content and skills appropriate for the 21st Century information culture. Throughout, students will critically assess the efficacy of their own and each other's designs to meet learning objectives. The course will have synchronous and asynchronous elements. Students will also work independently as well as in small groups on projects.

Prerequisites: EDT 540 or Permission of Instructor
Date Approved for 680 Endorsement: 3/7/2016 email from Janet Gallagher to Johanna Prince

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

Course Objectives:

Students will understand the historical context of current instructional design theories and practices.

Students will have a broad understanding of theory and research on instructional design.

Students will have a sensitivity to the institutional motivations behind instructional offerings and strategies.

Students will develop an awareness of different types of learning needs and approaches.

Students will have a broad understanding and mastery of technology and learning, specifically the roles new information services can have on the perceptions of subject mastery. While doing so, they will practice skills in project management, storyboarding courses and projects as well as chunking and scaffolding instructional materials.

Students will extend their understanding of the impact of cognitive load, memory, and working memory on instructional design.

Students will broaden their understanding of the different types of data or information available in the 21st Century as well as tools for analyzing it, presenting it and collaborating.

How does the course explore the central questions?

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

Computational Thinking

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

	Video	**2**
	Audio	**1**
	Database	**1**
Collaboration	Content Collaboration	**2**
	Discussion Collaboration	**2**

Potential Other Topics

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

Potential Course Readings and Other Materials:

How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000) The National Academies Press. (http://ursus.maine.edu/record=b4996683~S1)

Learning Landscapes: Mind, Brain, and Education: Implications for Educators. Autumn 2011 Vol. 5 No. 1 (http://www.learninglandscapes.ca/images/documents/ll-no9-final-lr-2.pdf)

Collection of Journal Articles focusing on the impact of different types of instructional strategies. Such as:

"Cognitive Load Theory, The Transient Information Effect and e-Learning" Learning and Instruction Anna Wong

- Wayne Leahy,
- Nadine Marcus,
- John Swell

http://www.sciencedirect.com.prxy4.ursus.maine.edu/science/article/pii/S0959475212000369

"Slide Presentations as Speech Suppressors: When and Why Learners Miss Oral Information" Computers & Education
http://www.sciencedirect.com.prxy4.ursus.maine.edu/science/article/pii/S0360131512000140

"The effects of video on cognitive load and social presence in multimedia-learning" Computers in Human Behavior 24 (2008) 786–797
http://www.sciencedirect.com.prxy4.ursus.maine.edu/science/article/pii/S0747563207000544

"Level of interactivity and executive functions as predictors of learning in computer-based chemistry simulations,"Bruce D. Homer, Jan L. Plass in Computer in Human Behavior 36 (2014) 365-375.
http://www.sciencedirect.com.prxy4.ursus.maine.edu/science/article/pii/S0747563214001630

"Expertise reversal for iconic representations in science visualizations" Instructional Science, Vol. 38, No. 3, Special Issue: Expertise Reversal Effect (MAY 2010), pp. 259-276.
http://link.springer.com.prxy4.ursus.maine.edu/article/10.1007/s11251-009-9108-7

Is Google Making Us Stupid? What the Internet is doing to our brains" The Atlantic July/August 2009.
http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/
OR
http://www.library.umaine.edu/auth/EZProxy/test/authej.asp?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=32562106

OK, Google, Where Did I Put My Thinking Cap? NPR.org
http://www.npr.org/sections/alltechconsidered/2016/02/05/465699380/ok-google-where-did-i-put-my-thinking-cap

"Audio Visual Design Guidelines Tertiary Teaching Spaces" (2015) aetm.org

"Matching Instructors and Spaces of Learning: The impact of space on behavioral, affective and cognitive learning" John A. McArthur Journal of Learning Spaces, Volume 4, Number 1. 2015
http://libjournal.uncg.edu/jls/article/view/766/821
"The Magical Number Seven, Plus or Minus Two Some Limits on Our Capacity for Processing Information" George A. Miller

"Computational Thinking" by Wing, Jeanette M. in **Communications of the ACH**, March 2006/ Vol 49. No 3 pp. 33-35

Potential Activities and Assignments:

Module	Topic	Learning Objective	Activities/Assignments
1	Introduction and overview of course	Students will demonstrate a facility with creating and sharing textual and visual information that is instructive and/or persuasive.	Students post short bio. (text, video, audio, photo) Include information on education, academic discipline, work, tech skills, teaching experience, interests, goals for the class. If you work with a particular population of students, describe them, e.g. k-5, adults, school-based, work-place, museum, computer game users, etc.

			Describe an assignment or project that measurably helped you or your students/audience learn or master a particular topic or skill. Post description in course discussion board and review and respond to the descriptions of at least two other students.
2	Role of pedagogy and economics on classroom design	Students will understand the historical context of current instructional design theories and practices. Students will have a sensitivity to the institutional motivations behind instructional offerings and strategies. Students will develop an awareness of different types of learning needs and approaches. Students will demonstrate a facility with creating and sharing textual and visual information that is instructive and/or persuasive. Students will demonstrate a critical awareness of the influences that can shape approaches to instructional practices, settings and tools.	Photograph (or find photos) of two different types of classrooms and describe the theories of learning each supports. Discuss the tradeoffs made between the theories and the cost of supporting them when constructing, equipping and furnishing classrooms. Describe the assessment strategies to which the room designs may lead. Read and comment on the posts of at least 3 others. Start planning a course, topic, or project and consider what kind of room design would best support it.
3	Natively utilize new technology in physical spaces	Students will demonstrate a mastery of a range of current tools and services for creating or acquiring, analyzing and presenting information.	Design original 2D and 3D model of physical instructional space that includes AV/IT (may include video or web conferencing capabilities) as well as plan types of instruction and learning that the design would facilitate.
4	Design learning environments and materials that take into	Students will demonstrate a mastery of a range of current tools and services for creating or acquiring,	Create a sample presentation for your course/topic/project. In a narrative text that goes with your presentation, describe your students or audience and the ways in which your presentation is

	account theories of working memory and cognitive load	analyzing and presenting information. Students will extend their understanding of the impact of cognitive load, memory, and working memory on instructional design. Students will develop an awareness of different types of learning needs and approaches.	consistent with or sensitive to theories of working memory and cognitive load. Consider how students not physically in the room would interact with the presentation, you, and other students.
5	Writing and designing graphics that help students learn	Students will demonstrate an ability to differentiate between research-based approaches to instructional design and those based in tradition or which have been shaped by the environment or resources available at a given time and place. Students will demonstrate a critical awareness of the influences that can shape approaches to instructional practices, settings and tools. Students will demonstrate an ability to collaborate with online partners to plan, manage, develop and share projects.	Critically assess with the perspective of, for example, cognitive load theory and the information design of such web sites as: nytimes.com espn.com Washingtonpost.com Do the same for your UMaine Blackboard home screen or MaineStreet home screen. Draft plan for a 2-5 minute video. Work in group, pairs, or solo. Develop a storyboard from draft plan.
6	Computational thinking and algorithmic thinking	Students will demonstrate a mastery of a range of current tools and services for creating or acquiring, analyzing and presenting information.	In your topic, course, or project identify and describe the types of tech students may use today to access the content and the skills they would need to develop. Develop a video from your storyboard. Ideally, this will be a part of your assignment, course or project. Upload at least first take of videl

			Review and comment on the working videos of other students and groups. Consider topic coverage, scope, depth, length of video, script, visual effect, and more.
7	Frameworks for the instructional design process	Students will demonstrate a facility with creating and sharing textual and visual information that is instructive and/or persuasive. Students will demonstrate an ability to collaborate with online partners to plan, manage, develop and share projects. Students will demonstrate a mastery of a range of current tools and services for creating or acquiring, analyzing and presenting information.	Identify and describe the types of tech students may use today to access the content and the skills they would need to develop. Start to develop a video from your storyboard. Ideally, this will be a part of your assignment, course or project. Upload at least first take of videl Review and comment on the working videos of other students and groups. Consider topic coverage, scope, depth, length of video, script, visual effect, and more.
8-14	Helping students appreciate the relevance of assignments and assessments. Project development.	Students will demonstrate a facility with creating and sharing textual and visual information that is instructive and/or persuasive. Students will demonstrate an ability to collaborate with online partners to plan, manage, develop and share projects. Students will demonstrate a mastery of a range of current tools and services for creating or acquiring, analyzing and presenting information. Students will demonstrate a critical awareness of the influences that can shape approaches to instructional practices, settings and tools.	Semester-long project to develop a course, a module for a topic in a course, a proof-of-concept section for a course or project, or another type of project (e.g. computer game, museum exhibit, informational web site, etc.).

		Students will demonstrate an ability to differentiate between research-based approaches to instructional design and those based in tradition or which have been shaped by the environment or resources available at a given time and place.	

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 Disabilities 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 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/

RECEIVED
DEC 14 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Master of Education - Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER **543** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **Practicum in Instructional Design**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince
Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.11.30 17:03:59 -05'00'

Mary E. Fine

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

Deborah Rooks-Fine

College Dean(s)

Timothy G. Reagan, Dean 12/12/16 Date

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 543 Practicum in Instructional Design
This capstone course is designed to allow participants focusing on instructional design to engage in the full life-cycle of such a design project. The work will include analysis, design, development, implementation, and evaluation to create an original instructional project. Participants will work in one or more of the principle program domains: Learning Environments, Teaching/ Learning Strategies & Assessments, Digital Citizenship, Professional Practice, and Leadership. Students will work collaboratively with peers, field experts, and the faculty members. As appropriate for the content and approach of projects, mentors and/or the practicum supervisor may recommend a research review for areas ranging from pedagogical approach, appropriateness for settings, and technical feasibility. Student teams will present their projects at the end of the term.
Prerequisites: Permission
3 credits

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

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

Text(s) planned for use:

Readings and other materials may be assigned based on the topic, audience, and/or approach adopted for the team-based projects.

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

Peter Schilling, Executive Director Innovation in Teaching and Learning

Reason for new course:

This course is the capstone of the new Certificate in Instructional Design.

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.

The instructor will be paid from program revenue

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

We have worked collaboratively with the USM, UM COEHD, UM OnlineMaine and UMF teams to plan for the course. No concerns have been expressed

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?

Once every year, or every other year depending on demand. Peter is prepared to meet the demand of teaching this course. There is not a need for rearrangement of teaching duties.

Course: EDT 543
Course Title: Practicum in Instructional Design
Catalog Description:
This capstone course is designed to allow participants focusing on instructional design to engage in the full life-cycle of such a design project. The work will include analysis, design, development, implementation, and evaluation to create an original instructional project. Participants will work in one or more of the principle program domains: Learning Environments, Teaching/ Learning Strategies & Assessments, Digital Citizenship, Professional Practice, and Leadership. Students will work collaboratively with peers, field experts, and the faculty members. As appropriate for the content and approach of projects, mentors and/or the practicum supervisor may recommend a research review for areas ranging from pedagogical approach, appropriateness for settings, and technical feasibility. Student teams will present their projects at the end of the term.

Prerequisites: Program Approval
Date Approved for 680 Endorsement: 11/29/16 email from Janet Gallagher to Johanna Prince

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

Course Objectives:
Students will have hands on experience developing instructional technology initiatives in one or more of the programs' target areas.

Students will develop skills at working independently and as part of team within a complex organization, such as a school, museum, company, or university.

Students will gain experience working with instructional technology on a project with or for others (e.g. beyond a unit or individual course that the student would solely teach or present).

As appropriate, students will demonstrate abilities to conduct comprehensive academic research as well as market and technical analysis.

Student will demonstrate an ability to assess the long-term cost and related implications of the instructional technology related to their projects.

Students will create an assessment plan and report on student learning as well as the experiences of instructors using the instructional materials they develop.

Students will demonstrate experience developing instructional technology projects that appropriately factor in considerations related to data security, accessibility, and privacy (as well as, where necessary, considerations of, for instance, FAA or FCC regulations).

Students will demonstrate skills at gathering and assessing comprehensive data on the impact of instructional technology initiatives.

How does the course explore the central questions?

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

Computational Thinking

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

Potential Other Topics

Collecting and Creating Data	Geo-Spatial	**0-3 depending on focus**
Analysis and Presentation	Geographic Information Systems	**0-3 depending on focus**
	Statistics	**0-3 depending on focus**
	Textual analysis Stats Plugin	**0-3 depending on focus**

Potential Course Outline

Module	Example Topics
Analysis	Team will articulate the instructional problem(s) they seek to solve or objective(s) they seek to achieve. This will include information on the existing knowledge of the learner and the environment in which they propose to offer instruction. The team should explain the rationale behind the delivery option(s) it has selected, as well as the pedagogical and technical ramifications of its choice(s). This phase should also include a schedule for completion and any budget considerations that faculty considering the use of the team's solution may need to face.
Design	During the design phase the team will plan the specific content, activities, and assessments to be developed and the ways in which they will help the project achieve its objectives. Teams will work through storyboards, visual design mockups, and prototypes.
Development	Teams will create and assemble the materials, designs, and interactivity utilizing the technologies in which the materials will be be used by instructors and students. The team will subject all material to testing by individuals not involved in the design and development process.
Implementation	The team will work with one or more instructor who may consider implementing the materials developed as a part of some type of educational experience.
Evaluation	The team will evaluate what was and was not effective in the ways in which the designed, developed, and delivered their instructional technology project.

Potential Course Readings and Other Materials:

Readings and other materials may be assigned based on the topic, audience, and/or approach adopted for the team-based projects.

Potential Activities and Assignments:
Students will work in teams to develop, deliver, and evaluate an instructional technology project. They will use online collaboration and communication tools to organize, document, coordinate, and share their efforts. Students will be evaluated based on their contribution to the group project at all stages as demonstrated in the shared documents, communications and other work products. Students will also be assessed on their final project as well as their evaluation of it and the final projects of other teams in the course. Students may be asked to create reflexive posts or essays to express their own sense of how their team-based project is or has

progressed. Students will create presentations of their projects, which may include information on approaches and factors weighed as well as decisions that teams made.

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 Disabilities 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 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/

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **MEd in IT - In COEHD**

COURSE DESIGNATOR **EDT** COURSE NUMBER **561** EFFECTIVE SEMESTER **Sum17**

COURSE TITLE **Technology Supported Inquiry-Based Teaching and 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
- ☐ Number Change
- ☐ Title Change
- ☐ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince
Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.10.25 16:01:11 -04'00'

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

EDT 561 Technology Supported Inquiry-Based Teaching and Learning

This course examines the role of technology in active, inquiry-based teaching and learning environments. Participants will explore self-directed questions and problems engaging in inquiry-based instructional methods supported by technology resources and tools. An integral component of this course will be the development of an inquiry-based facilitation plan that fosters and promotes active student questioning, critical thinking, and complex problem solving for implementation in classroom environments. Emphasis is placed on student-centeredness, constructivist learning theories, and problem based teaching and learning approaches.

Prerequisites: Graduate Standing or Permission
Credit Hours: 3 credits

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

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

Text(s) planned for use:

Barell, J. (2007). Problem-based learning: An inquiry approach (2nd ed.). Thousand Oaks, CA: Corwin Press.
Beane, J. A. (1997). Curriculum integration: Designing the core of democratic education. NY: Teachers College
Boss, S., & Krauss, J. (2014). Reinventing project based learning: Your field guide to real-world projects in a digital real-world projects in a digital age (2nd ed.). International Society for Technology in Education.

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

Dr. Meredith Swallow - UMF faculty, as part of the collaborative Masters in Instructional Technology

Reason for new course:

The faculty team involved with the collaborative MEd in Instructional Technology have been redesigning courses to place a larger focus on pedagogical practices for teaching and learning with digital tools. This course aligns to this vision, and models the emphasis on practice with appropriate use of tools. The course is an elective for the MEd in IT and the graduate certificate in Classroom Technology Integration. It also can be taken by others in graduate programs as an elective.

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 may positively impact other programs (MAT, Masters in Elementary/Secondary Education; Curriculum, Instruction, and Assessment, Digital Curation) as it does not have prerequisites and can be relevant for students in these programs.

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?

The course is scheduled to be taught in Spring of even years moving forward. This course may be taught as an overload, and as such will be paid from the new joint revenue from the degree program.

Course: EDT 561
Course Title: Technology Supported Inquiry-Based Teaching and Learning
Catalog Description: This course examines the role of technology in active, inquiry-based teaching and learning environments. Participants will explore self-directed questions and problems engaging in inquiry-based instructional methods supported by technology resources and tools. An integral component of this course will be the development of an inquiry-based facilitation plan that fosters and promotes active student questioning, critical thinking, and complex problem solving for implementation in classroom environments. Emphasis is placed on student-centeredness, constructivist learning theories, and problem based teaching and learning approaches.
Prerequisites: Graduate Standing

Date Approved for 680 Endorsement: 3/7/2016

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:

- *Cognitive*: Participants will know different ways technology can be used to support student driven high-quality, standards-based curriculum, instruction, and assessment

- *Affective*: Participants will consider various designs of student-centered and active learning activities that promote intrinsic motivation and student achievement

- *Behavioral*: Participants will be able to facilitate project development that incorporates various technologies as tools to enhance students' research, critical thinking, problem solving, analysis, collaboration, communication, and presentation skills.

How does the course explore the central questions?

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

Computational Thinking

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

Potential Course Outline

Module	Example Topics
1	Developing common language and foundational knowledge • Inquiry, project, and problem based learning
2	Student-centered classrooms Supportive environments Developing questions, concerns, and problems
3	Integrated Curriculum Extracting Themes
4	Curriculum Mapping Theme Development
5	Voting and democracy Self and peer reflection
6	Central and essential questions Research planning
7	Curriculum design Scaffolding content and process
8	Authentic summative and formative assessment

Potential Course Readings and Other Materials:

Texts:

Barell, J. (2007). *Problem-based learning: An inquiry approach* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Beane, J. A. (1997). *Curriculum integration: Designing the core of democratic education.* New York: Teachers College Press.

Boss, S., & Krauss, J. (2014). *Reinventing project based learning: Your field guide to real-world projects in a digital age* (2nd ed.). International Society for Technology in Education.

Additional Resources:

Buck Institute for Education. (2015). Gold standard PBL: Essential project design elements. Retrieved from http://bie.org/blog/gold_standard_pbl_essential_project_design_elements

Crellen Elementary School. (2015, November, 10). "I Wonder" questions: Harnessing the power of inquiry. Retrieved from http://www.edutopia.org/practice/i-wonder-questions-harnessing-power-inquiry

Delzer, K. (2015, October). Reimagining classrooms: Teachers and learners and students as leaders [Video File]. Retrieved from https://www.youtube.com/watch?v=w6vVXmwYvgs&feature=youtu.be

Education Week. (2016). Spotlight on inquiry-based teaching and learning. Retrieved from www.edweek.org.

J. McCarthy. (2015, September, 9). Student centered learning: It starts with the teacher. Retrieved from http://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

L. Halman. (2016, March 4). Negotiated curriculum: The questions come from the kids. Retrieved from http://plppathways.blogspot.com/2016/03/negotiated-curriculum-questions-come.html

M. W. Olofson. (2015, April 18). Sugaring, STEM, and community connections. Retrieved from http://tiie.w3.uvm.edu/blog/sugaring-stem-and-community-connections/#.V1XNAZMrKNY

P. Bogdan. (2011, March 29). Student centered learning environments: How and why. Retrieved from http://www.edutopia.org/blog/student-centered-learning-environments-paul-bogdan

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem Based Learning, 1*(1). doi:10.7771/1541-5015.1002

Potential Activities and Assignments:

Personal Management and Organization
Students will be asked to consume, curate, create, communicate, and collaborate - the many "C's" of technology integration. Students will develop a digital landing space or platform to manage learning.

Professional Growth

Students will engage in activities that contribute to their professional growth and learning. They will participate in digital local and global communities, developing and expanding personal/professional learning communities

"Teachers and leaders continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources" (www.iste.org).

Resource Consumption, Curation, and Communication
Students will consume weekly readings related to the content and topics of that week. They will develop their own library of resources to be shared and included in their digital space. Students will engage in weekly reflections, and share curated content and reflections with their professional learning communities.

Inquiry-Based Learning Model Weekly Tasks
Students will engage in a inquiry-based negotiated curriculum model in order to develop themes and questions that will drive a curriculum unit or project plan. This process is based off of James Beane's Curriculum Integration model. Throughout this process, students will explore different technologies to support educational environment goals, as well as develop and promote professional growth and practice. Weekly tasks will be related to this model and will vary on time needed based on individual contexts, technological skill levels, and processing.

Technology Explorations
This course focuses on supporting inquiry based learning with technology. Within each module, embedded in the various tasks and activities, students will explore different technologies to consume, curate, create, communicate, think critically, and collaborate.

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 Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

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 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/

RECEIVED
DEC 14 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Master of Education - Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER **562** EFFECTIVE SEMESTER **Fall 2017**

COURSE TITLE **Technology for Young Learners**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince
Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.11.30 17:03:35 -05'00'

Mary E. Lane

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

Deborah Rooks Ford

College Dean(s)

Timothy G. Reagan, Dean 12/12/16 Date

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 562 Technology for Young Learners
This course is designed to provide students with the ability to integrate developmentally appropriate technology into the early childhood classroom, birth to age eight. Students will gain the skills to apply technology-mediated family engagement strategies. Emphasis will be placed on how computer technologies, mobile devices, and Internet resources can enhance play-based pedagogy learning. This course develops students understanding in evaluating and integrating technology into curriculum, instruction, and assessment in order to create learning environments that address the needs of the diverse young learners.
Prerequisites: EDT 520 or permission of instructor.
3 credits

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

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

Text(s) planned for use:

Copple, C., & Bredekamp, S. (Eds.) (2009). Developmentally appropriate practice (3rd Edition). Washington, DC: NAEYC
Donohue, C. (Ed.) (2015). Technology and digital media in the early years. NY: Routledge.

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

Dr. Donna Karno, University of Maine at Farmington, Chair Division of Early Childhood and Elementary Education - will teach as an overload

Reason for new course:

As we redesign the MEd in Instructional Technology program we are aware that there needs to be specific attention given to developmentally appropriate practices of using educational technology with young learners.

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.

Dr. Karno will teach as an overload, her pay will be from program revenue

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

We have worked collaboratively with the USM, UM COEHD, UM OnlineMaine and UMF teams to plan for the course. No concerns have been expressed

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?

Course is planned for every other year. Adjustments or readjustments will not be necessary.

Course: EDT 562
Course Title: Technology for Young Learners

Catalog Description: This course is designed to provide students with the ability to integrate developmentally appropriate technology into the early childhood classroom, birth to age eight. Students will gain the skills to apply technology-mediated family engagement strategies. Emphasis will be placed on how computer technologies, mobile devices, and Internet resources can enhance play-based pedagogy learning. This course develops students understanding in evaluating and integrating technology into curriculum, instruction, and assessment in order to create learning environments that address the needs of the diverse young learners.

Prerequisites: EDT 520 or permission of instructor.
Date Approved for 680 Endorsement: 11/4/16 email from Janet Gallagher to Johanna Prince

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

Course Objectives:

- Integrate child development theory, developmentally appropriate practice and technology use, within the the 3C framework (content, context, and the individual child).
- Integrate technology-mediated family engagement strategies
- Generalize on the use of technology in early childhood classrooms using research based information
- Integrate the NAEYC/Fred Rogers Center Technology Joint Position Statement, in addition to statements by HighScope, Zero to Three, and the American Association of Pediatrics
- Experiment with developmentally informed technology integration into early childhood curriculum, including UDL
- Demonstrate using the 3 C Framework how technology can support social-emotional development
- Develop technology supported assessment

How does the course explore the central questions?

Question	Depth of Engagement 0=not at all 1= introduction 2=moderate

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

Computational Thinking

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

Potential Other Topics

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

Potential Course Outline

Module	Example Topics
One	Developmentally Appropriate Technology in Early Childhood How to Define Developmentally Appropriate Technology
Two	The 3C Framework (content, context and the individual child) What is the 3C Framework
Three	Technology Standards NAEYC/Fred Rogers Technology Statement ISTE Standards
Four	Pedagogy and Curriculum Constructivism and Social-Cognitive Learning Theories Dewey's Theory of Education Interactive Technology
Five	Technology Tools for Early Childhood Classrooms Webcams, Cameras, Videos, Digital Microscopes Mobile Technologies and Multi-Touch Tables Apps, Websites, Blogs, Open-Source Resources
Six	Lesson Planning Integrating meaningful Technology Technology Supported Assessment
Seven	Technology-mediated Family Engage ment Concerns Around the use of Social Media Deciding on how to use Technology for Family Engagement Selecting the Right Technology Tool
Eight	Putting it All Together

Potential Course Readings and Other Materials:

DAP

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice* (3rd Edition). Washington, DC: NAEYC

Donohue, C. (Ed.) (2015). *Technology and digital media in the early years.* NY: Routledge.

Parette, H. P. & Blum, C. (2013). *Instructional technology in early childhood.* Baltimore, MD: Brookes Publishing.

Rosen, D. & Jaruszewicz, C. (2009). Developmentally appropriate technology use and early childhood teacher education. *Journal of Early Childhood Teacher Education*, *30*(2), 162-171. DOI 1080/10901020902886511.

3 C Framework

Bandura, A. (1997). *Self-Efficacy: The exercise of control.* NY: W.H. Freeman and Company

Donohue, C. (Ed.) (2015). *Technology and digital media in the early years.* NY: Routledge.

Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *A framework for quality in digital media for children: Considerations for parents, educators, and media creators.* Latrobe, PA: Fred Rogers Center.

National Association for the Education of Young Children & Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *Technology and interactive media as tools in early childhood programs serving children from birth through age 8.* Retrieved from: http://www.naeyc.org/content/technology-and-young-children

Parette, H. P. & Blum, C. (2013). *Instructional technology in early childhood.* Baltimore, MD: Brookes Publishing.

Riley, D., San Juan, R. Klinkner, J. & Ramminger, A. (2008). *Social and emotional development: Connecting science and practice in early childhood settings.* St. Paul MN: Redleaf Press and Washington, DC: NAEYC.

Pedagogy and Curriculum

Bittman, M., Rutherford, L., Brown, J., & Unsworth, L. (2011). Digital natives? New and old media and children's outcomes. *Australian Journal Of Education (ACER Press)*, *55*(2), 161-175.

Cicconi, M. (2014). Vygotsky meets technology: A reinvention of collaboration in the early childhood mathematics classroom. *Early Childhood Education Journal 42,* 57–65 DOI 10.1007/s10643-013-0582-9

Donohue, C. (Ed.) (2015). *Technology and digital media in the early years.* NY: Routledge.

Glassman, M., and Burbidge, J. (2014). The dialectical relationship between place and space in education. *Educational Theory, 64*(1), 15-32, doi:10.1111/edth.12048.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Wolfe, S. & Flewitt, R. (2013). New technologies, new multimodal literacy practices and young children's metacognitive development. *Cambridge Journal of Education 40*(4), 387-399. DOI: 10.1080/0305764x2010.526589.

Tools for Teaching

Armstrong, A. & Casement, C. (2000). *The child and the machine: How computers put our children at risk.* Beltsville, MD: Robins Lane Press.

Beschorner, B., & Hutchison, A. (2013). iPads as a literacy teaching tool in early childhood. *International Journal of Education in Mathematics, Science and Technology, 1*(1), 16-24.

Couse, L. J., & Chen, D. W. (2010). A tablet computer for young children? Exploring its viability for early childhood education. *Journal of Research on Technology in Education, 43*(1), 75-98.

Donohue, C. (Ed.) (2015). *Technology and digital media in the early years.* NY: Routledge.

Jackson, A. T., Brummel, B. J., Pollet, C. L., & Greer, D. D. (2013). An evaluation of interactive tabletops in elementary mathematics education. *Educational Technology Research and Development, 61*(2), 311-332.

McEwen, R. N., & Dubé, A. K. (2015). Engaging or distracting: Children's tablet computer use in education. *Journal of Educational Technology & Society, 18*(4), 9-23.

Parette, H. P. & Blum, C. (2013). *Instructional technology in early childhood.* Baltimore, MD: Brookes Publishing.

Rick, J. Rogers, Y., Haig, C., and Yuill, N. (2009). Learning by doing with shareable interfaces. *Children, Youth and Environments, 19*(1), 320-341.

Lesson Planning

Gress, C. L. Z., Fior, M., Hadwin, A. F., & Winne, P. H. (2010). Measurements and assessment in computer-supported collaborative learning. *Computers in Human Behavior, 26*(5), 806-814. DOI: 10.1016/j.chb.2007.05.012.

International Society for Technology in Education. (2016). *ISTE Standards – Students.* Retrieved from http://www.iste.org/standards/standards/standards-for-students

Karno, D. & Glassman, M. (2013). Science as a web of trails. *Journal of Science Education and Technology,* 22(6), Doi: 10.1007/s10956-013-9439-7.

Mawson, J. B. (2013). Emergent technological literacy: What do children bring to school? *International Journal of Technology and Design Education.* DOI: 10.1007/s10798-011-9188-y.

Family Engagement

Donohue, C. (Ed.) (2015). *Technology and digital media in the early years.* NY: Routledge.

Karno, D. & Bilodeau, B. (in press) Look What I Did Today! A case study on the introduction of social networking to an early childhood classroom.

McPake, J. Plowman, L., & Stephen, C. (2013). Preschool children creating and communicating with digital technologies in the home. *British Journal of Educational Technology, 44*(3), 421-431.

Parette, H. P. & Blum, C. (2013). *Instructional technology in early childhood.* Baltimore, MD: Brookes Publishing.

Potential Activities and Assignments:

DAP and the 3 C Framework

Student designed statement on technology in early childhood.

This will require students to design their own technology statement using the NAEYC/Fred Rogers, High Scope, Zero to Three, and AAP position statements as reference points.

Creating mindmaps (Coggle or Popplet or other suggestion from instructional designer) to visualize relationships between child development theory, DAP and technology

Tools for Teachers

Twitter Participation in #ECEchat for professional and leadership development

Creating mindmaps (Coggle or Popplet or other suggestion from instructional designer) to visualize relationship between tools and pedagogy

Compare and contrast tech tools on classroom blog

Lesson Planning

Designing a technology integrated curriculum unit to be implemented in the early childhood classroom that uses the 3C framework. Some possibilities for technology include Google Education products such as Project Bloks and Science Journal; early childhood apps that extend learning; Explore Multi-Touch table technology, Digital microscopes and projectors. This list also applies for Tools for Teachers.

Family Engagement

Parent Collaboration Assignment: Develop a virtual bulletin board (work with Instructional designer for app selections) and blog to share with class

Write an ebook that can be shared with families

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 Disabilities 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 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/

RECEIVED
NOV 01 2016
GRADUATE SCHOOL

1865 THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

COURSE DESIGNATOR: EEL COURSE NUMBER: 563 EFFECTIVE SEMESTER: Fall 2017

COURSE TITLE: Literacy Processing in Middle and High School Settings I

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component [1] to an existing course.

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

- [x] New Course
- [ ] New Course with Electronic Learning [1]
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level) [2]
- [ ] Addition of Electronic Learning Component [1]
- [ ] Other (specify) ______

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s): Mary E. Fine	10/27/16	MEC
College(s) Curriculum Committee Chair(s) [if applicable]: [illegible signature]	10-19-16	[illegible]
College Dean(s): Mary Mahoney-O'Neil	10-28-16	MMO
Graduate School		

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 Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

EEL 563 Literacy Processing in Middle and High School Settings I is the first part of a yearlong course designed for educators who want to extend their knowledge of the development of effective reading and writing processes, and deepen thier expertise in supporting students with literacy learning difficulties in middle and high school settings. 3 graduate credit hours are earned each semester for a total of 6 (Part I and II).

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:

Allington, R. (2012). What really matters for struggling readers (2nd ed.). Boston, MA: Pearson.
Biancarosa, C. & Snow, C. E. (2006). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, D.C.: Alliance for Excellent Education. (download)
Graham, S. & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A

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

Teacher Leaders in the role of adjunct instructors.

Reason for new course:

To meet the needs of the state education system in providing 1:1 and small group literacy interventions for students and professional devleopment for teachers in middle and high school settings.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ◉ No. The department will not request additional resources for this course.
- ○ Yes. Please list additional resources required and note how they will be funded or supported.

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

No course overlap, no prerequisites

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.

THE UNIVERSITY OF MAINE
College of Education and Human Development
Leading Educational Excellence
RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT

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 563 Literacy Processing in Middle and High School Settings I
Syllabus

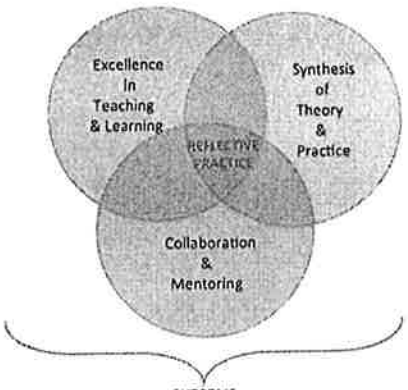
University Trainers Mary Rosser
College of Education and Human Development
5766 Shibles Hall Orono, ME 04469 (207) 356-2805
mary.rosser@umit.maine.edu

Lori Taylor
College of Education and Human Development
5766 Shibles Hall Orono, ME 04469 (207) 542-5160
lori.taylor@umit.maine.edu

Teacher Leader Instructor
Class Location
Class Dates and Times

The College's Conceptual Framework

Reflective practice serves as the centerpiece of the Conceptual framework and one of the COEHD's Core Principles for its degree candidates at University of Maine. The reflective teacher is one who seriously acknowledges the complexity of teaching and learning and seeks to understand how certain interrelated variables in their particular instructional setting affect student learning. Through observation, discussion and critical reflection upon practice educators engage in recursive self-evaluation and systematic assessment of students and programs, and are able to create a learning environment that is most appropriate for their students



The design of a literacy intervention/prevention initiative to promote optimal student learning within an action research paradigm draws upon shared, ambitious standards and expectations for **Excellence in Teaching and Learning** by promoting personal and professional understanding of one's own actions and potentials, and contributes to continually improving practice. Developing and implementing an action research project with a focus on literacy intervention for struggling learners is a systematic process requiring **Synthesis of Theory and Practice** involving observation and reflection, identification of student needs, review of relevant materials and resources, crafting of teaching to achieve powerful contingent response to student learning needs, and engagement in data-informed decision making. Reflecting upon and responding to teaching and learning within a community of learners ethos involves **Collaboration and Mentoring** as a critical component of both course design and professional development.

Faculty in the College of Education and Human Development at the University of Maine believe that collaboration and leadership require thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning and schooling. The ultimate outcome of action research is to be proactive in implementing ***educational practices that are equitable, meaningful, and relevant*** for student and societal welfare. Such action is applied to continuing questions about classroom and school practice. Developing your capacity for reflective thought and practice is a core outcome of this course.

Literacy Processing in Middle and High School Settings specifically addresses standards #1, 7, 9 and 10 of the InTASC Model Core Teaching Standards and Learning Progressions for Teachers. [see http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html].

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 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.

Course Description and Goals:
This yearlong course, consisting of Part I and II, is designed for educators and support personnel who want to extend their knowledge of the development of effective reading and writing processes, and deepen their expertise in supporting students with literacy learning difficulties in Middle and High School settings. The course will span a school year.

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 Middle and High School levels.

Areas of investigation will include: understanding what it means to be a literate human being cognitively, emotionally and socially; understanding the needs of individual learners and individual differences in literacy learning; assessment of literacy competencies; procedures for analyzing and interpreting reading and writing behavior; building on each student's strengths to support acquisition of literacy competencies; planning to meet the needs of individual learners; teaching for diversity; evaluating the effectiveness of literacy teaching and learning; developing effective communication practices within an education context.

Particular attention will be paid to current theory and research around topics such as literacy processing theory, brain research, oral language and vocabulary development and adolescent education. 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.

Pre-requisite:
Nil.

Course Credit: 3 graduate credits (Must be followed by Part II in subsequent semester to complete the training.)

Course Objectives and Learning Outcomes:
Upon completion of this year long course educators will:
(InTASC Standard #1 Learner Development)

- **Demonstrate** positive attitudes toward the literacy needs and competencies of individual learners
- **Demonstrate** high expectations for successful literacy learning for all students
- **Demonstrate** high expectations for personal expertise in teaching students with literacy learning difficulties
- **Develop** theoretical understandings of literacy processing and competencies in reading and writing
- **Develop** an understanding and appreciation of the reciprocal links between listening, speaking, reading and writing
- **Develop** theoretical understandings to support students in developing effective literacy competencies across content areas
- **Develop** theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners

(InTASC Standard #7 Planning for Instruction)

- **Develop** understanding of the importance of systematic observation and the ongoing assessment of student literacy learning competencies
- **Develop skill** at using a range of systematic observation techniques to assess and guide students' reading and writing progress
- **Develop understanding** of strategic processing and the importance of strategic activity within a constructive, problem-solving approach to content area literacy
- **Begin to** teach for and support strategic activity during reading and writing
- **Design** individual instruction to promote powerful literacy processing for students

(InTASC Standard #9 Professional Learning and Ethical Practice)

- **Critically evaluate** and reflect upon personal teaching competencies with a diverse range of learners
- **Observe** and respond to the teaching of peers to support the development and refinement of teaching competencies

(InTASC Standard #10 Leadership and Collaboration)

- **Participate** actively as a member of the school literacy and special needs teams
- **Communicate** effectively with administrators, colleagues, and parents/caregivers of students
- **Develop** competencies as a leader in school literacy teams

Course Expectations:

During the year of training, participants must:

- **Teach** 1 case study student regularly (daily if possible) across whole-group, small group and one-on-one contexts.
- **Participate** in assessing student literacy competencies and monitoring change over time
- **Keep** detailed individual, daily and weekly records of reading and writing progress including lesson plans for each student
- **Share** student progress monitoring data (running record spreadsheet) at the beginning of each class session
- **Make** initial predictions of progress for each student based on diagnostic assessment
- **Submit** student data to The University of Maine CIMME system
- **Attend** all class sessions
- **Receive** coaching visits from the teacher leader throughout the year
- **Teach** one time for peers, via live or videotaped lessons
- **Make** the Teacher Leader who supports teaching with coaching visits aware of selection of students, student progress and difficulties with teaching to achieve student progress
- **Lead** a seminar discussion on assigned topic/topic of interest

Assessment

- A case study of daily teaching of one student including: entry and exit assessment using QRI-5 (Qualitative Reading Inventory-5) or Fountas & Pinnell BAS and an independent writing sample, including statement of goals, daily lesson records, and teacher reflection log

- Participation in teaching for peers
- Participation in class discussions and workshop activities
- Prepare and lead a seminar discussion

Course Grading

• Case Study	30%
• Participation in Class Discussions and Workshop Activities	30%
• Presentation of live or video lesson for peers	20%
• Leading a seminar session	20%

A=90-100% B=80-89.9% C=70-79.9% D=60-69.9% F=less than 60%

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 as a grade permanently if not resolved or if a written request for an extension is not approved within the allotted time period, and CEUs cannot be granted. 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.

The Assessment Rubric (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

1. Teaching Students
   - InTASC Standard 1: Learner Development: 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.
2. Collecting Data
   - InTASC Standard 7: 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 community context.
3. Understanding Theory
   - InTASC Standard 9: Professional Learning and Ethical Practice: 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.
4. Understanding Implementation

- InTASC Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 promote understanding of:

- Individual differences in literacy learning
- Cognitive, emotional and social aspects of literacy competencies
- The development of an effective reading/writing processing system
- How the brain develops and functions
- Motivation, engagement, and learning
- Scaffolding student learning
- Assessment of literacy competencies
- Listening, speaking, reading and writing across subject areas
- Observing and teaching for change in literacy competencies
- Working within a school team approach for supporting learners

Required Texts:

Allington, Richard. (2012). *What really matters for struggling readers* (2nd ed.). Boston, MA: Pearson.

Biancarosa, C. & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, D. C: Alliance for Excellent Education.
download at: carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D. C: *Alliance for Excellent Education*.
download at: Carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

Leslie, L. & Caldwell, J. (2011). *Qualitative reading inventory-5* (QRI-5). Boston: Pearson.

Recommended Texts

Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12*. Portland, ME: Stenhouse.

Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portsmouth, NH: Heinemann.

Lyons, Carol. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.
Robb, L. (2003). *Teaching reading in social studies, science, and math: Practical ways to weave comprehension strategies into your content area teaching*. New York: Scholastic.
Zull, J. E. (2002). *The art of changing the brain: Enriching teaching by exploring the biology of learning*. Sterling, VA: Stylus.
Zull, J E. (2011). *From brain to mind: Using neuroscience to guide change in education*. 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.

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.
Course Schedule Disruption
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.

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.

Students with disabilities
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

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/

Literacy Processing in Middle and High School Settings

Standards InTASC & ISTE Standards-T)	Performance Levels & Ratings Unsatisfactory	Basic	Proficient	Distinguished
Descriptors →	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.	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 demonstrates solid knowledge of and consistent skills related to the standard.	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.
THE LEARNER AND LEARNING Case Study				
Standard #1: Learner Development 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.	Case Study provides learning experiences that are not challenging and/or not appropriate to the cognitive, linguistic, social, emotional and physical development of the learner. 15	Case study provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional and physical development level of the learner. 20	Case study consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical development level of the learner. 25	Case study systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner. 30
InTASC	Unsatisfactory	Basic	Proficient	Distinguished
LEADERSHIP AND COLLABORATION Leading Seminar				
Standard #10: Leadership and Collaboration 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 does not demonstrate responsibility for student learning within a theory of literacy processing and/or does not indicate collaboration with others to ensure learner growth and advance the profession. 5	Leadership of seminar session demonstrates some responsibility for student learning within a theory of literacy processing and some evidence of collaboration with others to ensure learner growth and advance the profession. 10	Leadership of seminar session demonstrates responsibility for student learning within a theory of literacy processing and collaboration with others to ensure learner growth and advance the profession. 15	Leadership of seminar session demonstrates clear responsibility for student learning within a theory of literacy processing and consistent collaboration with others to ensure learner growth and advance the profession. 20

InTASC	Unsatisfactory	Basic	Proficient	Distinguished
INSTRUCTIONAL PRACTICE Lesson Presentation				
Standard #7: 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.	Teaching demonstrates that the teacher does not consistently plan instruction that is meaningful and relevant to leaners and/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction. 5	Teaching demonstrates that the teacher plans instruction that is somewhat meaningful and relevant to learners and/or gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills. 10	Teaching demonstrates that the teacher plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills. 15	Teaching demonstrates that the teacher systematically plans and uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as a basis for planning instruction that is meaningful and relevant to learners. 20
InTASC	Unsatisfactory	Basic	Proficient	Distinguished
PROFESSIONAL LEARNING Class Participation				
Standard #9: Professional Learning and Ethical Practice 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 does not engage 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. 15	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. 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. 25	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. 30

Instructor Guide Sheets for Literacy Processing in Middle and High School Settings

Table of Contents

Topic 1 A Literacy Processing Theory of Instruction **2 sessions**

- Set purpose for course and establish the mental frame for thinking and learning (strategic activity and contingent teaching)
- Present course outline and syllabus
- Explore dimensions of the literate human beings: Cognitive, emotional and social competencies
- Discuss functions of a literate person: Knowing what and knowing how
- Explore understandings of in-the-head strategic activity
- Explore concepts of strategic processing and contingent teaching
- Explore literacy learning at the acquisition stage
- Consider what teachers need to know and know how to do to promote optimal literacy learning
- Identify models of teaching and learning that support literacy intervention

Topic 2 Assessment of Literacy Competencies **2-3 sessions**

- Discuss use of formative assessment: observing student problem solving behaviors
- Examine diagnostic assessment: Fountas & Pinnell Benchmark Assessment or QRI-5 and Writing Samples
- Explore miscue analysis/running record training
- Discuss progress monitoring through running records and teacher reflection journal

Topic 3 Individual Differences in Literacy Learning **1 session**

- Explore concepts of individual differences in literacy learning and teaching for diversity
- Identify and respond to the needs of individual learners
- Draw on data to inform instruction including student observation
- Build on individual strengths to support the expansion of literacy competencies
- Promote the development of effective literacy processing systems
- Encourage gradual release of responsibility from teacher-driven to learner-initiated activity

Topic 4 Development of an Effective Reading/Writing Processing System **1 session**

- Observe of student literacy behaviors
- Explore analysis and recording of literacy behaviors
- Explore design of individual instruction to promote effective literacy processing
- Develop plans for teaching and learning: Daily Lesson Record
- Identify contingent responding to observed literacy behaviors
- Discuss support of strategic processing and strategic activity within constructive, problem-solving approach to content area literacy
- Analyze and interpret reading and writing behaviors
- Evaluate the effectiveness of literacy teaching and learning
- Observe and design support for reciprocal links between listening, speaking, viewing, reading and writing

- Monitor change over time in teaching and learning

Topic 5 Development of Effective Reading/Writing Processes **1 session**

- Explore concepts of comprehension and comprehending strategies
- Develop an understanding of how words are constructed in English

Topic 6 Teaching with Intent **1 session**

- Discuss learning as a sociocultural activity
- Examine the nature of classroom dialogue
- Explore the power of teacher language in shaping student learning
- Consider the impact of teacher language on the development of student identity as a literate person
- Explore contingent prompting for strategic activity

Topic 7 Text Choice, Text Complexity **1 session**

- Explore the concept of matching student strengths and challenges with appropriate text
- Discuss text complexity and text selection
- Examine resources for leveled text

Topic 8 Writing **1 session**

- Consider the writing process
- Explore meaningful prompting for student writing
-

Topic 9 How the Brain Develops and Functions **1 session**

- Consider current brain research on how the brain develops and functions in learning
- Explore brain research and cognition as it informs teaching for strategic processing
- Examine methods of teaching for self-regulation and independence
- Discuss brain research and differentiation of instruction
- Discuss brain research and scaffolding of student learning

Topic 10 Motivation, Engagement and Learning **1 session**

- Consider knowledge of adolescent literacy
- Observe and discuss methods of engaging struggling learners
- Explore the concept of providing opportunities for success through literacy intervention
- Examine language of instruction for fostering engagement and motivation for learning

Topic 11 Listening, Speaking, Reading and Writing Across Subject Areas **2-3 sessions**

- Explore the use of a workshop model across content areas
- Examine reading in the disciplines

Topic 12 Working Within a School Team Approach for Supporting Struggling Learners **1 session**

- Develop effective communication practices with the educational context
- Engage in active participation as a member of school literacy teams
- Communicate with administrators, colleagues, and parents/caregivers

Topic 13 Next Steps: Supporting Literacy Learning in All Content Areas **1 session**

- Present/Share case study
- Reflect on learning and share next steps for continual literacy support across contexts
- Complete course evaluation

Topic 1: A Literacy Processing Theory of Instruction
2 sessions

Learning and Experiences:

- Set purpose for course and establish the mental frame for thinking and learning (strategic activity and contingent teaching)
- Present course outline and syllabus
- Explore dimensions of the literate human beings: Cognitive, emotional and social competencies
- Discuss functions of a literate person: Knowing what and knowing how
- Explore understandings of in-the-head strategic activity
- Explore concepts of strategic processing and contingent teaching
- Explore literacy learning at the acquisition stage
    - Linking visible and invisible
- Consider what teachers need to know:
    - Literacy (comprehensive view of literacy; reciprocal nature)
    - Learners (emotional domains, expectations, what learners bring to the task)
    - Learning (social nature of learning-individual and social—Vygotsky; Johnston)
- Consider what teachers need to know how to do to promote optimal literacy learning:
    - Observe sensitively and insightfully
    - Draw on valid theory to inform decision making
- Identify models of teaching and learning that support literacy intervention
    - Whole group, small group, individual

Readings to use in class:

Rosser, M. (2015). Literacy learning and teaching in middle and high school settings: A theoretical perspective. (unpublished paper)

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston: Pearson. (Chapter 1)

Additional Instructor Resources:

Dorn, L. & Henderson, S. (2010). The comprehensive intervention model; A systems approach to RTI. In Lipson, M. & Wixson, K. (Eds.). *Successful approaches to RTI: Collaborative practices for improving K-12 literacy*. Newark, DE: International Reading Association.

Fisher, D. & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.

International Reading Association. (2012). *Adolescent literacy* (Position statement, Rev. 2012 ed.). Newark, DE: Adolescent Literacy Committees (2008-2011) and the Adolescent

Literacy Task Force (2011-2012). Retrieved from: www.reading.org

National Council of Teachers of English. (2006). *NCTE Principles of adolescent literacy reform* (Policy Research Brief, April 2006). Retrieved from www.ncte.org

Lander, R. (2010). *Key characteristics of effective adolescent literacy programs*. Research brief prepared for the Minority Student Achievement Network. Retrieved from Wisconsin Center for Educational Research website: http://msan.wceruw.org/documents/researchBrief/R%20Lander%20Research%20Brief.pdf

Teaching Activities/Assignments:

Reading Assignments

In Preparation for Session 2:

Rosser, M. (2015). Literacy learning and teaching in middle and high school settings: A theoretical perspective. (unpublished paper)

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston: Pearson. (Chapter 2)

Biancarosa, C. & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, D. C: Alliance for Excellent Education. download at: carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf (Introduction and Executive Summary)

In Preparation for Topic 2 Assessment of Literacy Competencies:

Leslie, L. & Caldwell, J. (2011). *Qualitative reading inventory-5* (QRI-5). Boston: Pearson.

OR

Fountas, I. C. & Pinnell, G. S. (2011). *Assessment guide: A guide to Benchmark Assessment System 2.* Portsmouth, NH: Heinemann. (Section 2)

Teaching Activities

After Session 1:

- Ensure support and structure in your teaching context for supporting struggling literacy students.
- Identify a student that you can support throughout the year in literacy. This student will become your case study subject.

After Session 2:

- Gather background information for your case study student. Consult files and other teachers.
  - What are the student's strengths?

- What challenges does the student face in literacy?
- What supports have been provided for the student and with what outcomes?

INSTRUCTOR NOTE:
***For participant-led seminar**
Prior to class meetings for Topic 2 review structure and expectations for seminars (handout) and sign up for topics and leading of seminars (sign-up chart).

Topic 2: Assessment of Literacy Competencies
2-3 sessions

Learning and Experiences:

- Discuss use of formative assessment: observing student problem solving behaviors
- Examine diagnostic assessment: Fountas & Pinnell Benchmark Assessment or QRI-5 and Writing Samples
- Explore miscue analysis/running record training
- Discuss progress monitoring through running records and teacher reflection journal

Readings to Review:

Leslie, L. & Caldwell, J. (2011). *Qualitative reading inventory-5* (QRI-5). Boston: Pearson.
OR
Fountas, I. C. & Pinnell, G. S. (2011). *Assessment guide: A guide to Benchmark Assessment System 2.* Portsmouth, NH: Heinemann. (Section 2)

Additional Instructor Resources:

Training videos and materials from Fountas & Pinnell Benchmark and QRI-5 manuals
"Guide for Observing and Noting Reading Behaviors" from the BAS

Teaching Activities/Assignments:

Reading Assignments

Leslie, L. & Caldwell, J. (2011). *Qualitative reading inventory-5* (QRI-5). Boston: Pearson.
OR
Fountas, I. C. & Pinnell, G. S. (2011). *Assessment guide: A guide to Benchmark Assessment System 2.* Portsmouth, NH: Heinemann. (Section 3 and Guide for Observing and Noting Reading Behaviors)

In Preparation for Topic 3:
Commonwealth of Australia. (2002). Scaffolding learning. MyRead: Strategies for Teaching Reading in the Middle Schools. Retrieved from http://www.myread.org/scaffolding.htm

*Johnston, P. H., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher, 65*(4), 232-237.

Teaching Activities

After Session 1:
Administer the QRI-5 or BAS with your case study student.

Collect writing samples for your case study student.

After Session 2:
Analyze assessment data and write predictions of progress for your student based on your findings (using the BAS Assessment Summary Form and Guide for Observing and Noting Reading Behaviors OR the summary sheet plus a short reflection on behaviors and understandings to notice, teach and support for the QRI-5).

After Session 3:
Begin progress monitoring.

Begin teacher reflection journal (See Teacher Reflection Guide).

Topic 3: Individual Differences in Literacy Learning
1 session

Learning and Experiences:

- Explore concepts of individual differences in literacy learning and teaching for diversity
- Identify and respond to the needs of individual learners ("different paths to common outcomes")
- Draw on data to inform instruction including student observation (share predictions of progress)
- Build on individual strengths to support the expansion of literacy competencies
- Promote the development of effective literacy processing systems
- Encourage gradual release of responsibility from teacher-driven to learner-initiated activity

****Provide behind-the-glass experience or video to demonstrate observation of and response to observed literacy behaviors to promote optimal literacy learning**

Readings to Review:

Commonwealth of Australia. (2002). Scaffolding learning. MyRead: Strategies for Teaching Reading in the Middle Schools. Retrieved from http://www.myread.org/scaffolding.htm

**Johnston, P. H., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher, 65*(4), 232-237.

Additional Instructor Resources:

Teaching Activities/Assignments:

Reading Assignments

Rosser, M. (2015). Literacy learning and teaching in middle and high school settings: A theoretical perspective. (unpublished paper)

Teaching Activities

Topic 4: Development of an Effective Reading/Writing Processing System
1 session

Learning and Experiences:

- Observe of student literacy behaviors
- Explore analysis and recording of literacy behaviors
- Explore design of individual instruction to promote effective literacy processing
- Develop plans for teaching and learning: Daily Lesson Record
- Identify contingent responding to observed literacy behaviors
- Discuss support of strategic processing and strategic activity within constructive, problem-solving approach to content area literacy
- Analyze and interpret reading and writing behaviors
- Evaluate the effectiveness of literacy teaching and learning
- Observe and design support for reciprocal links between listening, speaking, viewing, reading and writing
- Monitor change over time in teaching and learning

Readings to Review:

Additional Instructor Resources:
Daily Lesson Record

Teaching Activities/Assignments:

Reading Assignments

*Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston: Pearson. (Chapter 5)

Teaching Activities
Begin to use the daily lesson record to note student reading behavior and teacher response. Continue progress monitoring.

Topic 5: Development of Effective Reading/Writing Processes

Learning and Experiences:

- Explore concepts of comprehension and comprehending strategies
- Develop an understanding of how words are constructed in English

Readings to Review:

*Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston: Pearson. (Chapter 5)

Additional Instructor Resources:
Word Work Handout (Twitchell)

Teaching Activities/Assignments:

Reading Assignments
Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse. (Entire book or Select chapters)

Teaching Activities
Use daily lesson record to note what you observe about student strategic activity and teaching response through the lens of word work.

Topic 6: Teaching With Intent

Learning and Experiences:

- Discuss learning as a sociocultural activity
- Examine the nature of classroom dialogue
- Explore the power of teacher language in shaping student learning
- Consider the impact of teacher language on the development of student identity as a literate person
- Explore contingent prompting for strategic activity

Readings to Review:

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse. (Entire book or Select chapters)

Additional Instructor Resources:

Page 202-205 in Literacy Lessons Part II (Teacher prompts)

Teaching Activities/Assignments:

Reading Assignments

**Ivey, G. (2010). Texts that matter. *Reading to Learn, 67*(6), 18-23.

Hess, K. (2008). *Teaching and assessing understanding of text structures across grades.* National Center of the Improvement of Educational Assessment. http://conniekamm.com/sg_userfiles/Karin_Hess_TextStructures_KH08.pdf

Teaching Activities

Do an audio recording of your teaching and analyze and reflect on the language you used.

Topic 7: Text Choice, Text Complexity

Learning and Experiences:

- Matching student strengths and challenges with appropriate text
- Text Complexity and selection
- Resources for leveled text

Readings to Use in Class:

Appendix A: Common Core Graphic of text complexity

Writing Process Graphic (Rosser)

Readings to Review:

Hess, K. (2008). *Teaching and assessing understanding of text structures across grades.* National Center of the Improvement of Educational Assessment. http://conniekamm.com/sg_userfiles/Karin_Hess_TextStructures_KH08.pdf

**Ivey, G. (2010). Texts that matter. *Reading to Learn, 67*(6), 18-23.

Additional Instructor Resources:

Appendix A: Common Core Graphic of text complexity

Ivey, G. & Broaddus, K. (2000). Tailoring the fit: Reading instruction and middle school teachers. *The Reading Teacher, 54*(1), 68-78.

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

Frey, N. & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts.* Thousand Oaks, CA: Corwin.

Teaching Activities/Assignments:

Reading Assignments

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, D. C: *Alliance for Excellent Education.*

*Anderson, C. (2009). An overview of conferring. *Strategic writing conferences: Teacher's guide.* Portsmouth, NH: Heinemann.

Teaching Activities

Explore resources for text selection.

Topic 8: Writing

Learning and Experiences:

- Consider the writing process
- Explore meaningful prompting for student writing

Readings to Review:

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D. C: *Alliance for Excellent Education*.

*Anderson, C. (2009). An overview of conferring. *Strategic writing conferences: Teacher's guide.* Portsmouth, NH: Heinemann.

Additional Instructor Resources:

Calkins conferring handbook?

Writing Process Graphic (Rosser)

Teaching Activities/Assignments:

Reading Assignments

*Zull, J. E. (2004). The art of changing the brain. *Educational Leadership, 67*(1), 68-72.
Lyons, Carol. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning.* Portsmouth, NH: Heinemann. pp 70-73
OR
Dorn, L. J. (2014) Apprenticeship ch 1

Teaching Activities

Use daily lesson record to note observed student strategic activity and teacher response in the writing portion of the lesson.

Topic 9: How the Brain Develops and Functions

Learning and Experiences:

- Consider current brain research on how the brain develops and functions in learning
- Explore brain research and cognition as it informs teaching for strategic processing
- Examine methods of teaching for self-regulation and independence
- Discuss brain research and differentiation of instruction
- Discuss brain research and scaffolding of student learning

Readings to Review:

Lyons, Carol. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning.* Portsmouth, NH: Heinemann. pp 70-73
OR
Dorn, L. J. (2014) Apprenticeship ch 1
*Zull, J. E. (2004). The art of changing the brain. *Educational Leadership, 67*(1), 68-72.

Additional Instructor Resources:

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

Zull, J E. (2011). *From brain to mind: Using neuroscience to guide change in education.* Sterling, VA: Stylus.

Teaching Activities/Assignments:

Reading Assignments

**Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly, 48*(3), 255-275.

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

Teaching Activities

Analyze your lesson records for evidence of teaching for self-regulation and independence.

Topic 10: Motivation, Engagement and Learning

Learning and Experiences:

- Consider knowledge of adolescent literacy
- Observe and discuss methods of engaging struggling learners
- Explore the concept of providing opportunities for success through literacy intervention
- Examine language of instruction for fostering engagement and motivation for learning

Readings to Review:

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

*Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly, 48*(3), 255-275.

Additional Instructor Resources:

Johnston, P. H. (2004). *Choice words: How our language affects children's learning.* Portsmouth, NH: Heinemann.

Teaching Activities/Assignments:

Reading Assignments

Lee, C.D., Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York, NY: Carnegie Corporation of New York.
Retrieved from: www.carnegie.org/literacy

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D. C: *Alliance for Excellent Education*.
download at: Carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf
Introduction and Executive Summary

Teaching Activities

Topic 11: Listening, Speaking, Reading and Writing Across Subject Areas

Learning and Experiences:

- Explore the use of a workshop model across content areas
- Examine reading in the disciplines

Readings to Review:

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D. C: *Alliance for Excellent Education*.
download at: Carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Fisher, D. & Frey, N. (2011). Academic language in the secondary classroom: Practice with the vocabulary used in each discipline builds fluency in academic language. *Principal Leadership,* 64-66.

Additional Instructor Resources:

Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading.* Portsmouth, NH: Heinemann.

Robb, L. (2003). *Teaching reading in social studies, science, and math: Practical ways to weave comprehension strategies into your content area teaching.* New York: Scholastic.

National Institute for Literacy, National Institute of Child Health and Human Development. (2007). *What content-area teachers should know about adolescent literacy.* Retrieved from: www.nifl.gov

Teaching Activities/Assignments:

Reading Assignments

*Brozo, W. G. (2009). Response to intervention or responsive instruction? Challenges and Possibilities of response to intervention for adolescent literacy. *Journal of Adolescent and Adult Literacy, 53*(4), 277-281.
doi: 10.1598/JAAL.53.4.1

Teaching Activities

Analyze your lesson records for evidence of teaching for reciprocity. Locate any missed opportunities.

Topic 12: Working Within a School Team Approach for Supporting Struggling Learners

Learning and Experiences:

- Develop effective communication practices with the educational context
- Engage in active participation as a member of school literacy teams
- Communicate with administrators, colleagues, and parents/caregivers

Readings to Review:

*Brozo, W. G. (2009). Response to intervention or responsive instruction? Challenges and Possibilities of response to intervention for adolescent literacy. *Journal of Adolescent and Adult Literacy, 53*(4), 277-281. doi: 10.1598/JAAL.53.4.1

Additional Instructor Resources:

Teaching Activities/Assignments:

Reading Assignments

Teaching Activities

Develop an action plan for increased participation in your school literacy team.
Complete exit assessments for your case study student.
Finalize case study.

Topic 13: Next Steps: Supporting Literacy Learning in All Content Areas

Learning and Experiences:

- Present/share case study.
- Reflect on learning and next steps in supporting literacy learning across all contexts.
- Complete course evaluations.

ERL 590: Literacy Processing in Middle and High School Settings
(Location)
(Teacher Leader)

(Date)

3:30-3:40 Welcome/Announcements

3:40-4:00 Theory and Practice:

4:00-4:45 Clinical: Observation and Discussion of Teaching
Introduction of Student:
Collaborative observation, discussion and reflection
Acknowledgements and specific discussion around lesson
Further discussion about teaching and learning

4:45-5:30 Seminar
Topic:
Article or Chapter:

Facilitator:

5:30-6:00 Application and Reflection:

Next Class:

Between Class Activities:

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

Seminar Topics

Topic	Article or Chapter	Class Date	Facilitator
2	Johnston, P. H., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher, 65*(4), 232-237.		
3	Darling-Hammond, L. (2014). Testing to, and beyond, the Common Core. *Principal, January/February 2014: Assessment, Evaluation, and Data.* Retrieved from: http://www.naesp.org/sites/default/files/DarlingHammond_JF14.pdf		
4	Tyre, P. (2012). *The writing revolution.* Retrieved from http://www.theatlantic.com/magazine/print/2012/10/the-writing-revolution/309090/		
5	Ivey, G. (2010). Texts that matter. *Reading to Learn, 67*(6), 18-23. OR Hess, K. (2008). *Teaching and assessing understanding of text structures across grades.* National Center of the Improvement of Educational Assessment. http://conniekamm.com/sg_userfiles/Karin_Hess_TextStructures_KH08.pdf		
6	Greenleaf, C. L. & Hinchman, K. (2009). Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized, and reluctant to thriving. *Journal of Adolescent and Adult Literacy, 53*(1), 4-13. doi: 10.1598/JAAL.53.1.1		
7	Zull, J. E. (2004). The art of changing the brain. *Educational Leadership, 67*(1), 68-72.		
8	Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly, 48*(3), 255-275.		
9	Fisher, D. & Frey, N. (2011). Academic language in the secondary classroom: Practice with the vocabulary used in each discipline builds fluency in academic language. *Principal Leadership,* 64-66.		
10	Brozo, W. G. (2009). Response to intervention or responsive instruction? Challenges and Possibilities of response to intervention for adolescent literacy. *Journal of Adolescent and Adult Literacy, 53*(4), 277-281. doi: 10.1598/JAAL.53.4.1		

Lesson Record Sheet

Name _____ Date _____

Reading	Objective	Strategic Activity Observed	Strategic Activity Prompted	Outcomes/Comments
Text: Focus:				
Writing				
Text: Focus:				

RECEIVED
NOV 0 1 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

COURSE DESIGNATOR: EEL COURSE NUMBER: 564 EFFECTIVE SEMESTER: Spring 2018

COURSE TITLE: Literacy Processing in Middle and High School Settings II

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component [1] to an existing course.

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

- [x] New Course
- [ ] New Course with Electronic Learning [1]
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level) [2]
- [ ] Addition of Electronic Learning Component [1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) Mary E. Lee	10/27/16	MEC
College(s) Curriculum Committee Chair(s) [if applicable] Deborah Flaxs-Eng	10-19-16	DFE
College Dean(s) Mary Mahoney-Oxley	10-28-16	MMO
Graduate School		

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 Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

EEL 564 Literacy Processing in Middle and High School Settings II is the second part of a yearlong course designed for educators who want to extend their knowledge of the development of effective reading and writing processes, and deepen thier expertise in supporting students with literacy learning difficulties in middle and high school settings. 3 graduate credit hours are earned each semester for a total of 6 (Part I and II).

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:

Allington, R. (2012). What really matters for struggling readers (2nd ed.). Boston, MA: Pearson.
Biancarosa, C. & Snow, C. E. (2006). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, D.C.: Alliance for Excellent Education. (download)
Graham, S. & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A

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

Teacher Leaders in the role of adjunct instructors.

Reason for new course:

To meet the needs of the state education system in providing 1:1 and small group literacy interventions for students and professional devleopment for teachers in middle and high school settings.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ◉ No. The department will not request additional resources for this course.
- ○ Yes. Please list additional resources required and note how they will be funded or supported.

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

No course overlap. No prerequisites.

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 semesters annually. No overload required.

THE UNIVERSITY OF MAINE
College of Education and Human Development
Leading Educational Excellence
RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT

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 564 Literacy Processing in Middle and High School Settings II
Syllabus

University Trainers Mary Rosser
College of Education and Human Development
5766 Shibles Hall Orono, ME 04469 (207) 356-2805
mary.rosser@umit.maine.edu

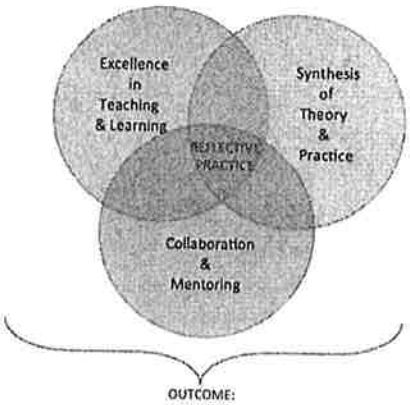
Lori Taylor
College of Education and Human Development
5766 Shibles Hall Orono, ME 04469 (207) 542-5160
lori.taylor@umit.maine.edu

Teacher Leader Instructor

Class Location
Class Dates and Times

The College's Conceptual Framework:

Reflective practice serves as the centerpiece of the Conceptual framework and one of the COEHD's Core Principles for its degree candidates at University of Maine. The reflective teacher is one who seriously acknowledges the complexity of teaching and learning and seeks to understand how certain interrelated variables in their particular instructional setting affect student learning. Through observation, discussion and critical reflection upon practice educators engage in recursive self-evaluation and systematic assessment of students and programs, and are able to create a learning environment that is most appropriate for their students.



The design of a literacy intervention/prevention initiative to promote optimal student learning within an action research paradigm draws upon shared, ambitious standards and expectations for **Excellence in Teaching and Learning** by promoting personal and professional understanding of one's own actions and potentials, and contributes to continually improving practice. Developing and implementing an action research project with a focus on literacy intervention for struggling learners is a systematic process requiring **Synthesis of Theory and Practice** involving observation and reflection, identification of student needs, review of relevant materials and resources, crafting of teaching to achieve powerful contingent response to student learning needs, and engagement in data-informed decision making. Reflecting upon and responding to teaching and learning within a community of learners ethos involves **Collaboration and Mentoring** as a critical component of both course design and professional development.

Faculty in the College of Education and Human Development at the University of Maine believe that collaboration and leadership require thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning and schooling. The ultimate outcome of action research is to be proactive in implementing ***educational practices that are equitable, meaningful, and relevant*** for student and societal welfare. Such action is applied to continuing questions about classroom and school practice. Developing your capacity for reflective thought and practice is a core outcome of this course.

Literacy Processing in Middle and High School Settings specifically addresses standards #1, 7, 9 and 10 of the InTASC Model Core Teaching Standards and Learning Progressions for Teachers. [see http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html].

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 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.

Course Description and Goals:
This yearlong course, consisting of Part I and II, is designed for educators and support personnel who want to extend their knowledge of the development of effective reading and writing processes, and deepen their expertise in supporting students with literacy learning difficulties in Middle and High School settings. The course will span a school year.

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 Middle and High School levels.

Areas of investigation will include: understanding what it means to be a literate human being cognitively, emotionally and socially; understanding the needs of individual learners and individual differences in literacy learning; assessment of literacy competencies; procedures for analyzing and interpreting reading and writing behavior; building on each student's strengths to support acquisition of literacy competencies; planning to meet the needs of individual learners; teaching for diversity; evaluating the effectiveness of literacy teaching and learning; developing effective communication practices within an education context.

Particular attention will be paid to current theory and research around topics such as literacy processing theory, brain research, oral language and vocabulary development and adolescent education. 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.

Pre-requisite: Literacy Processing in Middle and High School Settings Part I

Course Credit: 3 graduate credits (Must be preceded by Part I in previous semester to complete the training.)

Course Objectives and Learning Outcomes:
Upon completion of this year long course educators will:
(InTASC Standard #1 Learner Development)

- **Demonstrate** positive attitudes toward the literacy needs and competencies of individual learners
- **Demonstrate** high expectations for successful literacy learning for all students
- **Demonstrate** high expectations for personal expertise in teaching students with literacy learning difficulties
- **Develop** theoretical understandings of literacy processing and competencies in reading and writing

- **Develop** an understanding and appreciation of the reciprocal links between listening, speaking, reading and writing
- **Apply** theoretical understandings to support students in developing effective literacy competencies across content areas
- **Apply** theoretical understandings to respond powerfully to individual differences and the diverse needs of literacy learners

(InTASC Standard #7 Planning for Instruction)

- **Demonstrate** understanding of the importance of systematic observation and the ongoing assessment of student literacy learning competencies
- **Become skilled** in using a range of systematic observation techniques to assess and guide students' reading and writing progress
- **Understand** strategic processing and the importance of strategic activity within a constructive, problem-solving approach to content area literacy
- **Become competent** in teaching for and support strategic activity during reading and writing
- **Design** individual instruction to promote powerful literacy processing for students

(InTASC Standard #9 Professional Learning and Ethical Practice)

- **Critically evaluate** and reflect upon personal teaching competencies with a diverse range of learners
- **Observe** and respond to the teaching of peers to support the development and refinement of teaching competencies

(InTASC Standard #10 Leadership and Collaboration)

- **Participate** actively as a member of the school literacy and special needs teams
- **Communicate** effectively with administrators, colleagues, and parents/caregivers of students
- **Develop** further competencies as a leader in school literacy teams

Course Expectations:

During the year of training, participants must:

- **Teach** 1 case study student regularly (daily if possible) across whole-group, small group and one-on-one contexts.
- **Participate** in assessing student literacy competencies and monitoring change over time
- **Keep** detailed individual, daily and weekly records of reading and writing progress including lesson plans for each student
- **Share** student progress monitoring data (running record spreadsheet) at the beginning of each class session
- **Make** initial predictions of progress for each student based on diagnostic assessment
- **Submit** student data to The University of Maine CIMME system
- **Attend** all class sessions
- **Receive** coaching visits from the teacher leader throughout the year

- **Teach** one time for peers, via live or videotaped lessons
- **Make** the Teacher Leader who supports teaching with coaching visits aware of selection of students, student progress and difficulties with teaching to achieve student progress
- **Lead** a seminar discussion on assigned topic/topic of interest

Assessment

- A case study of daily teaching of one student including: entry and exit assessment using QRI-5 (Qualitative Reading Inventory-5) or Fountas & Pinnell BAS and an independent writing sample, including statement of goals, daily lesson records, and teacher reflection log
- Participation in teaching for peers
- Participation in class discussions and workshop activities
- Prepare and lead a seminar discussion

Course Grading

• Case Study	30%
• Participation in Class Discussions and Workshop Activities	30%
• Presentation of live or video lesson for peers	20%
• Leading a seminar session	20%

A=90-100% B=80-89.9% C=70-79.9% D=60-69.9% F=less than 60%

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 as a grade permanently if not resolved or if a written request for an extension is not approved within the allotted time period, and CEUs cannot be granted. 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.

The Assessment Rubric (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

1. Teaching Students

- InTASC Standard 1: Learner Development: 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.

2. Collecting Data
   - InTASC Standard 7: 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 community context.
3. Understanding Theory
   - InTASC Standard 9: Professional Learning and Ethical Practice: 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.
4. Understanding Implementation
   - InTASC Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 promote understanding of:

- Individual differences in literacy learning
- Cognitive, emotional and social aspects of literacy competencies
- The development of an effective reading/writing processing system
- How the brain develops and functions
- Motivation, engagement, and learning
- Scaffolding student learning
- Assessment of literacy competencies
- Listening, speaking, reading and writing across subject areas
- Observing and teaching for change in literacy competencies
- Working within a school team approach for supporting learners

Required Texts:

Allington, Richard. (2012). *What really matters for struggling readers* (2nd ed.). Boston, MA: Pearson.

Biancarosa, C. & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, D. C: Alliance for Excellent Education. download at: carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf

Graham, S. & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, D. C:

Alliance for Excellent Education.
download at: Carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf
Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.
Leslie, L. & Caldwell, J. (2011). *Qualitative reading inventory-5* (QRI-5). Boston: Pearson.

Recommended Texts

Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12*. Portland, ME: Stenhouse.
Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portsmouth, NH: Heinemann.
Lyons, Carol. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.
Robb, L. (2003). *Teaching reading in social studies, science, and math: Practical ways to weave comprehension strategies into your content area teaching*. New York: Scholastic.
Zull, J. E. (2002). *The art of changing the brain: Enriching teaching by exploring the biology of learning*. Sterling, VA: Stylus.
Zull, J E. (2011). *From brain to mind: Using neuroscience to guide change in education*. 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.

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.
Course Schedule Disruption
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.

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.

Students with disabilities
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

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/

Literacy Processing in Middle and High School Settings

Standards InTASC & ISTE Standards-T)	Performance Levels & Ratings Unsatisfactory	Basic	Proficient	Distinguished
Descriptors →	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.	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 demonstrates solid knowledge of and consistent skills related to the standard.	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.
THE LEARNER AND LEARNING Case Study				
Standard #1: Learner Development 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.	Case Study provides learning experiences that are not challenging and/or not appropriate to the cognitive, linguistic, social, emotional and physical development of the learner. 15	Case study provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional and physical development level of the learner. 20	Case study consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical development level of the learner. 25	Case study systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner. 30
InTASC	Unsatisfactory	Basic	Proficient	Distinguished
LEADERSHIP AND COLLABORATION Leading Seminar				
Standard #10: Leadership and Collaboration 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 does not demonstrate responsibility for student learning within a theory of literacy processing and/or does not indicate collaboration with others to ensure learner growth and advance the profession. 5	Leadership of seminar session demonstrates some responsibility for student learning within a theory of literacy processing and some evidence of collaboration with others to ensure learner growth and advance the profession. 10	Leadership of seminar session demonstrates responsibility for student learning within a theory of literacy processing and collaboration with others to ensure learner growth and advance the profession. 15	Leadership of seminar session demonstrates clear responsibility for student learning within a theory of literacy processing and consistent collaboration with others to ensure learner growth and advance the profession. 20

InTASC	Unsatisfactory	Basic	Proficient	Distinguished
INSTRUCTIONAL PRACTICE Lesson Presentation				
Standard #7: 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.	Teaching demonstrates that the teacher does not consistently plan instruction that is meaningful and relevant to leaners and/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction. 5	Teaching demonstrates that the teacher plans instruction that is somewhat meaningful and relevant to learners and/or gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills. 10	Teaching demonstrates that the teacher plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills. 15	Teaching demonstrates that the teacher systematically plans and uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as a basis for planning instruction that is meaningful and relevant to learners. 20
InTASC	Unsatisfactory	Basic	Proficient	Distinguished
PROFESSIONAL LEARNING Class Participation				
Standard #9: Professional Learning and Ethical Practice 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 does not engage 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. 15	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. 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. 25	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. 30

RECEIVED
NOV 14 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Food Science and Human Nutrition**

COURSE DESIGNATOR **FSN** COURSE NUMBER **528** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **FOOD MICROBIOLOGY**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Sue Erich

Digitally signed by Sue Erich
DN: cn=Sue Erich, o, ou, email=erich@maine.edu, c=US
Date: 2016.11.04 08:59:07 -04'00'

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

FSN 528 Food Microbiology Cr. 3

Examines the importance of microorganisms in food processing, spoilage, and preservation; the role of microorganisms in fermentation and production of protein, enzymes, and other products; food as vehicle of infection and intoxication. FSN 438 and 528 cannot both be taken for credit.

Prerequisites: BMB 300.

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:

Ray, B., and A. Bhunia. 2013. Fundamental Food Microbiology, 5th Ed. CRC Press, Boca Raton, FL.
Jay, J.M., M.J. Loessner and D.A. Golden. Modern Food Microbiology, 7th Ed. Springer, New York, NY.

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

Dr. Jennifer Perry, Assistant Professor, 50%

Reason for new course:

Food safety is an important area of research, at the Univ. of Maine and nationally. This course will serve graduate students in the MS programs in Food Science and Human Nutrition; Animal Science; and Plant, Soil, and Environmental Sciences, and PhD programs in Food and Nutrition Sciences; and Microbiology. The course has been previously taught at the 400-level and, with additional learning objectives appropriate to a graduate level course, is very appropriate for graduate students.

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.

Offering this course will be beneficial to a number of graduate degree programs (listed above). There are very few microbiology courses offered on campus, so no significant overlap with other courses is expected. The focus of the course is on microorganisms likely to affect food and cause food safety concerns. There is no similar course on campus.

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 taught in alternate years. There will be no overload payments. It is part of the instructor's regular load.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Food Science and Human Nutrition**

COURSE DESIGNATOR **FSN** COURSE NUMBER **529** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **FOOD MICROBIOLOGY LABORATORY**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Sue Erich

Digitally signed by Sue Erich
DN: cn=Sue Erich, o, ou, email=erich@maine.edu, c=US
Date: 2016.11.04 09:00:09 -04'00'

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

College Dean(s)

Graduate School (sign and date)

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

FSN 529 Food Microbiology Laboratory Cr. 2

This course contains a series of experiments to allow students to perform and observe fundamental principles and practices of food microbiology. Students will work in the lab to execute the exact procedure utilized by the USDA/FDA for the detection and enumeration of microorganisms in food. FSN 439 and 529 cannot both be taken for credit.

Corequisites: FSN 528
Prerequisites: BMB 305

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:

Yousef, A.E., and C. Carlstrom. 2003. Food Microbiology: A Laboratory Manual,
Salfinger, Y. and M.L. Tortorello (eds.). 2015. Compendium of Methods for Microbiological Examination of Foods
FDA Bacteriological Manual

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

Dr. Jennifer Perry, Assistant Professor, 50%

Reason for new course:

Food safety is an important area of research, at the Univ. of Maine and nationally. This course will serve graduate students in the MS programs in Food Science and Human Nutrition; Animal Science; and Plant, Soil, and Environmental Sciences, and PhD programs in Food and Nutrition Sciences; and Microbiology. The course has been previously taught at the 400-level and, with additional learning objectives appropriate to a graduate level course, is very appropriate for graduate students.

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.

Offering this course will be beneficial to a number of graduate degree programs (listed above). There are very few microbiology courses offered on campus, so no significant overlap with other courses is expected. The focus of the course is on microorganisms likely to affect food and cause food safety concerns. There is no similar course on campus.

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 taught in alternate years. There will be no overload payments. It is part of the instructor's regular load.

FOOD MICROBIOLOGY LABORATORY
University of Maine

FSN 439 and 529
Spring 2017

INSTRUCTOR

Jennifer Perry Assistant Professor of Food Microbiology
School of Food and Agriculture
115 Hitchner Hall
Phone: 581-2940
E-mail: jennifer.perry@maine.edu
jennifer.perry0@umit.maine.edu

COURSE DESCRIPTION: This course contains a series of experiments to allow students to perform and observe fundamental principles and practices of food microbiology. Students will work in the lab to execute the exact procedure utilized by the USDA/FDA for the detection and enumeration of microorganisms in food.
FSN 439 and 539 cannot both be taken for credit.

LOCATION: Hitchner Hall, Room 184

Monday	1:00 – 2:50
Wednesday	1:00 – 2:50

COURSE OBJECTIVES

Students completing FSN 439 or FSN 529 should be able to:

- Perform basic microbiology laboratory techniques
- Safely handle foodborne pathogens in a laboratory environment
- Experimentally assess the microbiological quality and safety of food
- Present and interpret experimental data
- Explain the concepts behind laboratory methods

Additionally, students completing FSN 539 should be able to:

- Construct a valid experimental design
- Design and present a research poster

REQUIRED MATERIALS

- Handouts containing procedure for each laboratory exercise will be distributed in class. Students are responsible for picking up handouts.

RECOMMENDED READING MATERIALS

- Yousef, A.E., and C. Carlstrom. 2003. Food Microbiology: A Laboratory Manual. Wiley & Sons, Inc., Hoboken, NJ.
- Salfinger, Y. and M.L. Tortorello (eds.). 2015. Compendium of Methods for Microbiological Examination of Foods, 5th Ed. American Public Health Association, Washington, D.C.
- FDA Bacteriological Manual (http://www.foodinfonet.com/publication/fdaBAM.htm)

GRADING

See laboratory schedule for assignments and due dates

FSN 439

Assignment	Number	Percentage of Final
Question sets	7	35
Lab Report	1	10
Mid-term exams (written and practical)	1 each	15
Final exams (written and practical)	1 each	15
Group project (comprises multiple assignments)		10
Exercise summaries/pop quizzes	Daily	10
Participation/technique	Daily	5
Grand Total		100%

FSN 539

Assignment	Number	Percentage of Final
Question sets	7	25
Lab Report	1	10
Mid-term exams (written and practical)	1 each	15
Final exams (written and practical)	1 each	15
Group project (comprises multiple assignments)		20
Exercise summaries/pop quizzes	Daily	10
Participation/technique	Daily	5
Grand Total		100%

Final Grade

Final grades will be based on the relative performance of the individual students within the class. Grading curves will be constructed separately for undergraduate and graduate students at the discretion of the instructor for final grades only, individual assignment scores will not be adjusted.

LABORATORY ASSIGNMENTS

Question sets and lab reports are required as **hard copies**. For these assignments, each student is required to provide independent work, unless **explicitly** noted (group projects only). References should be formatted following the style of the American Society for Microbiology (ASM), as summarized on Blackboard. Due dates for assignments are shown in the lab schedule (also on Blackboard). Assignments should be handed in at the beginning of the laboratory period.

A late assignment should be delivered as a file in Blackboard, and this late assignment will be graded as follows:

Received after 1:10 P.M. on the due date (between 12:00 P.M. and 11:59 P.M.): 10% off
***Note: assignments received after the first ten minutes of the laboratory period will be considered late and subject to a 10% penalty.**
Received between 12:00 A.M. and 11:59 P.M. the following day: 20% off
No assignments will be accepted after 11:59 P.M. the day following the due date.

Laboratory assignments should be typed and double-spaced.

EXAMS
There will be one mid-term and one final exam, each worth 15% of the student's final grade. Each exam will consist of a written portion and a practical portion. The final will not be comprehensive. The mid-term exam will take place **Wednesday, March 3** during the regularly scheduled class time. The final exam will take place **w/o May 8.**

EXERCISE SUMMARIES
Students must come to lab prepared for the exercises that will be performed each day. The exercise summary should contain all pertinent information necessary to complete the lab exercise. Every day, students are expected to bring a single sheet summarizing the procedures for each day and any tables needed for data collection. The summaries may be handwritten or typed. Students will not be allowed to bring the lab packets to their benches due to safety reasons. Summaries will be checked on a daily basis. Unannounced pop quizzes will be given throughout the quarter at the beginning of the lab period. Quizzes will be based on information from the lab packets or class wide discussions conducted during the laboratory period.

Plastic sheets will be distributed to hold exercise summaries. Sheets should be sanitized at the end of the laboratory period.

Guidelines: The exercise summary should include the following:

Date

Title of Exercise - brief title, including period number.

Annotated Flow Chart - In most laboratory exercises there is a flow chart provided. Simply copying this flow chart is insufficient, but it is a good place to start. The flow chart should include pertinent information for the student to complete the lab (i.e., volumes, times, etc). The detail necessary on the flow chart is unique to each student. If unfamiliar with a technique, more details will be needed, compared to familiar techniques.

Tables - usually taken from lab packet. Make adjustments as necessary.

Please keep in mind that the exercise summaries are for the student's benefit; please include information in the format that is the most useful for you in the lab.

PARTICIPATION/TECHNIQUE POINTS
Discretionary points will be awarded by instructor based on understanding of and preparation for the lab exercise, gauged by participation in lectures. Punctuality, observance of laboratory

safety guidelines, etc. will also be considered. A total of 5% of the final grade will be based on these observations.

RE-GRADING POLICY

The instructors workS very hard to grade assignments fairly and consistently, including comments on these assignments. However, grading issues do arise. If you believe that a mistake has been made regarding the grading of an assignment, please do the following:

1) Make a copy of the assignment you turned in.
2) Attach a typed description of the grading issue to the front of the copy.
3) Hand this in to the instructor within **one week** of when it was originally returned to you.
4) The instructor will inform you of their decision within one week of receiving your request.

Do not discuss issues with grading during class time. Completion of the steps above does not guarantee that points will be returned, but the instructor will explain their final decision to the student.

ATTENDANCE POLICY

This is a laboratory course in which actual instruction and demonstration occurs only during class time. This course is designed so that students will be working in pairs and groups of 4 or 5 on most, if not all, tasks. Therefore, in order for students to complete tasks in a timely manner and collaborate with their partner(s), attendance is mandatory. Each student has a maximum of 2 potentially "excused" absences. Whether an absence is "excused" or not is determined by instructors. Acceptable "excuses" are only applied to unavoidable circumstances (i.e., illness, car accident, etc.) and documentation is required (i.e., doctor's note). Absence will not be excused for weddings, funerals, vacations, etc. Each unexcused absence will result in a reduction of the student's final grade by 2%. If at all possible please notify instructor of planned absences in advance so that arrangements to minimize disruption can be made.

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.

Discussion of laboratory results with classmates is encouraged. This does not constitute academic misconduct, however, students should not collaborate on production of tables or figures representing this data.

This issue will be discussed extensively during class time, so exceptions to stated consequences will not be made in cases of unintentional plagiarism. Please confer with the instructor in advance to avoid this issue.

STUDENTS WITH DISABILITIES
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.

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 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 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.umaine.edu/osavp/

FSN 439/539 Food Microbiology Laboratory

Laboratory Exercises Schedule (subject to change)

Week	Date	Exercise	Exercise, cont.	Other and assignments
1	W, 1/18	Introduction Lecture/Practice: Sample preparation	Lecture/Practice: Counting rules	
2	M, 1/23	Aerobic mesophilic count: Per. 1		
	W, 1/25	Aerobic mesophilic count: Per. 2	*Enterobacteriaceae*: Per. 1	
3	M, 1/30	Aerobic mesophilic count: Per. 3	*Enterobacteriaceae* : Per. 2	
	W, 2/1	Fungi: Per. 1	*Enterobacteriaceae* : Per. 3	Lecture: Project introduction
4	M, 2/6	Fungi: Per. 2	*Enterobacteriaceae* : Per. 4	Question ranking and Experimental design lecture Aerobic mesophilic count question set due
	W, 2/8	Mesophilic spores: Per. 1	Group work: project design	
5	M, 2/13	Mesophilic spores: Per. 2	Group work: project design revision and supply list	*Enterobacteriaceae* question set due
	W, 2/15	Mesophilic spores: Per. 3		Supply list due
6	M, 2/20	*Campylobacter*: Per. 1		Fungi question set due
	W, 2/22	*Campylobacter*: Per. 2		
7	M, 2/27	*Campylobacter*: Per. 3		Mesophilic spores question set due
	W, 3/1	**EXAM**		Revised supply list due
8	M, 3/6	**Spring break: no class**		
	W, 3/8	**Spring break: no class**		
9	M, 3/13	**Spring break: no class**		
	W, 3/15	**Spring break: no class**		
10	M, 3/20	Projects: Per. 1		*Campylobacter* lab report due
	W, 3/22	Projects: Per. 2	Lecture: Posters	
11	M, 3/27	Projects: Per. 3		
	W, 3/29	Projects: Per. 4		
12	M, 4/3	Projects: Per. 5		

	W, 4/5	Projects: Per. 6	Lecture: results presentation	
13	M, 4/10	*Salmonella*: Per. 1		Poster first draft due (539 only)
	W, 4/12	*Salmonella*: Per. 2		
14	M, 4/17	*Salmonella*: Per. 3	*Listeria:* Per. 1	Project question set due (439 only)
	W, 4/19		*Listeria:* Per. 2	Poster final draft due (539 only)
15	M, 4/24		*Listeria:* Per. 3	*Salmonella* question set due
	W, 4/26		*Listeria:* Per. 4	
16	M, 5/1	Poster presentations		*Listeria* question set due
	W, 5/3	Review/wrap up		
17	w/o 5/8	**Final**		

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT: History

COURSE DESIGNATOR: HTY COURSE NUMBER: 547 EFFECTIVE SEMESTER: SUM 2017

COURSE TITLE: Becoming a Historian and Professional

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

10/04/2016

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

10/14/2016

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):

HTY 547: Becoming a Historian and Professional. The process of becoming a historian involves not only completing a thesis, but also developing a gradual command over a specific set of practices generally deemed necessary within the historical discipline. This pass/fail course introduces students to many of the hard and soft skills of the contemporary historical profession. Some of the topics covered will include building a curriculum vitae, navigating the conference circuit, getting published, and assembling an academic job application package. However, it is also recognized that not everyone will become, or even wants to become, an academic historian. As a result, a significant portion of the course will be dedicated to a broader set of topics, including the creation of a professional website, general skill recognition, and discussion of a wide range of employment opportunities. The course will involve various individual writing assignments, weekly readings, class discussions, presentations, and guest speakers. Prerequisites: none. 3 credits.

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

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

Text(s) planned for use:

A. Leigh Deneef and Craufurd D. Goodwin, The Academic's Handbook (3rd ed.)
Franca Iacovetta and Molly Ladd-Taylor, Becoming a Historian: A Canadian Manual for Women and Men
Karen Kelsky, The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job
Julia Miller Vick and Jennifer S. Furlong, The Academic Job Search Handbook (5th ed.)

Note: There will also be assigned readings from various online sources, including http://www.beyondacademe.com, http://fromphdtolife.com, https://www.insidehighered.com/blogs/gradhacker, https://www.mygradskills.ca, and https://versatilephd.com.

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

Mark McLaughlin, Assistant Professor of History and Canadian Studies, 2/2

Reason for new course:

Due to the difficulties facing the academy and the general tenuousness of the modern economy, increasing numbers of university departments are offering professional development components and courses as part of their graduate programs. It is vital that the University of Maine's History Department keep apace with what is becoming standard practice so that our students have the professional development skills and knowledge to succeed and remain competitive in today's job market. This course will help fill that professional development gap that now exists within the department.

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.

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?

Every two to three years or as needed.

SECTION 2 (FOR COURSE MODIFICATIONS)

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

Becoming a Historian and Professional

HTY 547
Spring 2017
(Time)
(Location)

Dr. Mark McLaughlin
Stevens Hall 275B, (207) 581-2028
Email: mark.j.mclaughlin@maine.edu
Office Hours: XXX or by appointment

Course Description:

The process of becoming a historian involves not only completing a thesis, but also developing a gradual command over a specific set of practices generally deemed necessary within the historical discipline. This pass/fail course introduces students to many of the hard and soft skills of the contemporary historical profession. Some of the topics covered will include building a curriculum vitae, navigating the conference circuit, getting published, and assembling an academic job application package. However, it is also recognized that not everyone will become, or event wants to become, an academic historian. As a result, a significant portion of the course will be dedicated to a broader set of topics, including the creation of a professional website, general skill recognition, and discussion of a wide range of employment opportunities. The course will involve various individual writing assignments, weekly readings, class discussions, presentations, and guest speakers. Prerequisites: none. 3 credits.

Texts:

A. Leigh Deneef and Craufurd D. Goodwin, *The Academic's Handbook* (3rd ed.)
Franca Iacovetta and Molly Ladd-Taylor, *Becoming a Historian: A Canadian Manual for Women and Men* (free PDF through the Canadian Historical Association)
Karen Kelsky, *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*
Julia Miller Vick and Jennifer S. Furlong, *The Academic Job Search Handbook* (5th ed.)

Note: There will also be assigned readings from various online sources, including http://www.beyondacademe.com, http://fromphdtolife.com, https://www.insidehighered.com/blogs/gradhacker, https://www.mygradskills.ca, and https://versatilephd.com.

Requirements:

While this course is pass/fail, it should be treated the same as any other. Students are required to attend each of the 14 sessions, unless prior permission is secured from the instructor, and all assignments must be handed in before a final grade will be issued. Assessment of final grades will be based on whether or not students have devoted a satisfactory amount of effort to readings, discussions, and assignments.

In general, there will be weekly readings. Students are expected to do all of the readings and be prepared to engage in class discussion on a weekly basis.

In addition, students are required to complete various individual assignments. The basic format of the course is that a topic will be discussed in class one week, and then the associated assignment will be due at the beginning of class the following week. Students can expect heavier reading loads in the weeks that they are not working on assignments. Furthermore, there are no assignments due during the last few weeks of the course, as that is when students should be concentrating on their final presentation.

Below are short descriptions of the individual assignments. In each case, there will be more thorough coverage of the assignment when it is discussed in class. Whenever possible, students are encouraged to personalize the assignments according to their own professional situation. Moreover, all of the minimum page lengths are single-spaced.

- Individual Development Plan (IDP): a self-assessment tool that helps individuals think critically about their own strengths and weaknesses, make a plan for developing skills to meet academic and professional goals, and communicate with others about their general progress. Students will write an initial IDP report of at least 1-2 pages in length, elaborating on what specific professional development goals they want to achieve by the end of the course, and how they will go about achieving them. In subsequent one-page midterm and final reports, students will outline their progress in meeting the goals established at the beginning of the course. This assignment is designed to help individuals figure out what they want to get out of this course.

- Curriculum Vitae: standard CV that must include contact information, education, professional experience, academic awards, publications, and presentations (conference and invited). Of course, it can include other sections as they pertain to your particular background and experiences.

- Professional Website: website created with WordPress.com or other similar free software. Your professional website must include a homepage, a photograph, biographical information, and sections derived from those in your curriculum vitae. Students are encouraged to do more than just the bare minimum and make their websites look as visually appealing as possible.

- Grant Proposal: for this assignment, students will seek out a grant or fellowship that they may apply for during their graduate career. For example, it could be a research grant to help fund a trip to an archive that contains a collection of papers deemed necessary for the successful completion of your thesis. Another option is a more general grant or fellowship, such as the Fulbright. Whatever the case, students will complete the various requirements of the grant or fellowship, to be handed in as part of the assignment. It is not expected that students will actually submit their grant/fellowship proposal, but they may choose to do so at some point. Also, this particular assignment may take more time than some of the others, hence it is not due until after Spring Break.

- Academic Cover Letter: standard academic cover letter of 1-2 pages in length. Students will scan the 2016-17 Academic Jobs Wiki (http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki) and select a position that best fits with their major area of historical focus, e.g., U.S. history, environmental history, history of science and technology, etc. They will then write an academic cover letter for the advertised position. The typical U.S. academic job application package generally consists of a cover letter, a curriculum vitae, a statement of teaching philosophy, copies of transcripts, and three reference letters.

- Statement of Teaching Philosophy: standard statement of teaching philosophy of up to 2 pages in length. There are various ways in which to structure a statement of teaching philosophy, but in general each one should attempt to address some teaching pedagogy and broader teaching goals, and should then link said pedagogy and goals to actual experiences and assessment metrics.

- Presentation: for this assignment, students have the choice to do one of two types of presentation. The first option is to prepare and present a mock conference paper. This would be a good avenue for those who have very little conference experience, and would ideally focus on some aspect of your own research. The second option is to prepare and present a mock job talk. Students choosing this avenue would be expected to talk about their academic biographies and research as if they were giving a presentation to the members of a university department during the on-campus interview phase of an academic job search. The basic format for this sort of talk is to highlight your own intellectual and research trajectory: where you have come from, where you are now, and where you will be in the near future. In either case, the length of the presentation should be 15-20 minutes in length. That is somewhat on the short end for a job talk, but students should also approach this assignment as a lesson in being concise. The last three weeks of the class will be dedicated to the presentations, and other faculty members from the History Department will be joining us to provide extra feedback on your mock conference papers and mock job talks.

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.

Students with Disabilities:

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.

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/.

Course Schedule:

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.

Week #1: Introduction of Course and Individual Development Plans (IDP)

Week #2: Life in Grad School
- Due: IDP

Week #3: Building the Curriculum Vitae

Week #4: The Conference Circuit
- Due: Curriculum Vitae

Week #5: Managing an Online Presence

Week #6: Getting Published
- Due: Professional Website

Week #7: Grant Proposals

Spring Break

Week #8: Teaching
- Due: Grant Proposal and IDP Midterm Report

Week #9: The Job Search

Week #10: Flexible Futures, Part I: Skill Recognition
- Due: Academic Cover Letter and Statement of Teaching Philosophy

Week #11: Flexible Futures, Part II: Employment Options

Week #12: Presentations

Week #13: Presentations

Week #14: Presentations
- Due: IDP Final Report

RECEIVED
SEP 22 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **School of Biology and Ecology**

COURSE DESIGNATOR **BIO** COURSE NUMBER **583** EFFECTIVE SEMESTER **Spring 2017**

COURSE TITLE **Cell Biology Laboratory**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Andrei Alyokhin

Digitally signed by Andrei Alyokhin
DN: cn=Andrei Alyokhin, o=University of Maine, ou=School of Biology and Ecology, email=alyokhin@maine.edu, c=US
Date: 2016.09.19 09:37:16 -04'00'

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

George K Cremer 9/21/16

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):

BIO 583 - Cell Biology Laboratory
A laboratory course consisting of exercises employing techniques commonly utilized in cell biological research, with an emphasis on skills essential for a career involving cell biology lab work including mammalian cell culture and cellular energetics. Note: Because of overlap, BIO 483 and BIO 583 cannot both be taken for degree credit. Lab 2.

Prerequisites: BIO 580 or concurrently.

Course Typically Offered: Spring

Credits: 1

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

BIO 583 - Cell Biology Laboratory
A laboratory course consisting of exercises employing techniques commonly utilized in cell biological research, with an emphasis on skills essential for a career involving cell biology lab work including mammalian cell culture and cellular energetics. Note: Because of overlap, BIO 483 and BIO 583 cannot both be taken for degree credit. Lab 4.

Prerequisites: BIO 580 or concurrently.

Course Typically Offered: Spring

Credits: 2

Reason for course modification:

Cell Biology Laboratory was a newly modified course added by a new faculty member last semester. After teaching the course, the instructor has recognized that the time and investment for the laboratory component is equivalent to that for a two-credit course, and more time was required for the students to complete the work required. In order to ensure enrollment in the course, we feel it is best to provide a credit load that reflects the work done for the course.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

RECEIVED
NOV 29 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

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: **Economics**

COURSE DESIGNATOR: **ECO** COURSE NUMBER: **527** EFFECTIVE SEMESTER: **Fall 2017**

COURSE TITLE: **Regional Economics: Modeling**

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)[1]
- ☐ 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) 11/16/16

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

11/29/16

College Dean(s)

Graduate School (sign and date)

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

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **MEd in IT - In COEHD**

COURSE DESIGNATOR **EDT** COURSE NUMBER **537** EFFECTIVE SEMESTER **F17**

COURSE TITLE **Introduction to Flipped, Blended, and Online 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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☒ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince

Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.10.25 15:48:39 -04'00'

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 2 (FOR COURSE MODIFICATIONS)

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

EDT 537 Foundations of Distance Education

Provides students with philosophies, strategies, and techniques involved in teaching outside of a face-to-face environment.

Prerequisite: EDT 520

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

EDT 537 Introduction to Flipped, Blended, and Online Learning
Advancements in technology have led to exponential growth in opportunities for innovative education for all learners. Participants will explore what it means to create a flipped, blended, or online learning environment. These philosophies and strategies can be applied in K-12 classrooms, higher education contexts, and workplace settings. Participants will consider how format, technologies, and modalities may impact the learner and learning community. Participants will explore historical context of adopting technologies to enhance and expand learning opportunities, and how best practices are determined. Participants will conduct research on various aspects of flipped, blended, and online learning and be actively engaged in the application of effective methods for designing and delivering learning experiences online.

Prerequisites: None
Graduate Level, 3 credit hours

Reason for course modification:

We have redesigned the MEd in Instructional Technology to reflect changes in the field and an increased focused on pedagogical practices rather than tools. We are working to increase the appeal of our courses to a range of educators who are working in a variety of settings.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

SECTION 2 (FOR COURSE MODIFICATIONS)

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

ECO 527-State and Local Economic Analysis
Anaysis and measurement of changes in state and local economics. Emphasis on analytical tools such as input-output modeling.
Prerequisites & Notes
ECO 420 or permission of the instructor.
Credits: 3

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

ECO 527-Regional Economics: Modeling
Analysis and measurement of changes in state and local economics. Emphasis on analytical tools such as input-output modeling. ECO 527 and 427 cannot both be taken for credit.
Prerequisites & Notes
ECO 420 or permission of the instructor
Credits:3

Reason for course modification:

This course modification is to properly name the course using the most current terminology in this field and to align the name with the undergraduate course with which it is corss-listed with (soon to be ECO 427, Regional Economics: Modeling).

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

RECEIVED
DEC 14 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT **Master of Education - Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER 559 EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **Organizational Leadership for Instructional 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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☒ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince Digitally signed by Johanna Prince DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US Date: 2016.11.30 16:43:06 -05'00'

Mary E. Lowe

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

College Dean(s) Timothy G. Reagan, Dean 12/12/16 Date

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):

EDT 559 Essentials for Educational Technology Leaders
Focuses on the management of computer technology at the school or district level. Students will grow into instructional technology leaders in the area of school change, budgeting, law, and resources management. Case problems and local fieldwork will provide insight into the administrative operations regarding computer technology.
Prerequisites: EDT 545, EDT 529, EDT 537 and EDT 616 or permission of instructor
3 credits

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

EDT 559 Organizational Leadership for Instructional Technology
Technology is reshaping how organizations work and how learning takes place. Individuals with expertise in instructional technology are relied upon to take leadership positions with technology use, planning and evaluation. However, these individuals seldom have expertise in how to be leaders and agents for change at the organizational level. Every situation is different, but knowing the right questions to ask can mean the difference between effective leadership and frustration. This course examines such challenges in the context of technology leadership for a variety of instructional settings.
Prerequisites: 9 credits of EDT coursework, or permission of instructor
3 credits

Reason for course modification:

We are redesigning the MEd in Instructional Technology Curriculum, and believe this description better reflects program goals, and is more descriptive for potential students.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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 **Master of Education - Instructional Technology**

COURSE DESIGNATOR **EDT** COURSE NUMBER **580** EFFECTIVE SEMESTER **SUM 2017**

COURSE TITLE **Summer Technology Institute**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Johanna Prince Digitally signed by Johanna Prince
DN: cn=Johanna Prince, o, ou, email=johanna.prince@maine.edy, c=US
Date: 2016.11.30 16:32:50 -05'00'

Mary E. Lou

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

College Dean(s) Timothy G. Reagan, Dean — 12/12/16 Date

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):

EDT 580 Summer Technology Institute
Provides understanding and insight into the area of instructional technology. Attention given to literature, research, practices and materials
3 credit hours
Prerequisites: None

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

EDT 580 Summer Technology Institute
This course is for educators seeking to enhance their knowledge and skills with using educational technology to support teaching and learning. Students will engage in online study, and complete an in-person residence. Course will include strands to allow for focused study of literature, research, and practices with regards to educational technology. Students will participate in both individual and collaborative projects. The focus will be pedagogically driven practices for technology in virtual, blended, and in-person environments. The course is designed for a wide variety of educators and educational technology skill levels.
3 credit hours
Prerequisites: None

Reason for course modification:

We are redesigning the MEd in Instructional Technology Curriculum, and believe this description better reflects program goals, and is more descriptive for potential students.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

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

COURSE DESIGNATOR **ERS** COURSE NUMBER **580** EFFECTIVE SEMESTER **Fall 2017**

COURSE TITLE **Introduction to Hydrogeology**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Christopher Gerbi Digitally signed by Christopher Gerbi
Date: 2016.12.07 14:53:44 -05'00'

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 2 (FOR COURSE MODIFICATIONS)

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

ERS 580, Introduction to Hydrogeology, 3 Units.
Prerequisites: ERS 101 or ERS 102 and MAT 127

The role of groundwater in geologic processes: the hydrologic cycle, groundwater transport equations, chemical evolution of groundwater, and groundwater as a geologic agent.

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

ERS 580, Introduction to Hydrogeology, 3 Units.
Prerequisites: ERS 101 or ERS 102 and MAT 127

The role of groundwater in geologic and water supply processes including: the hydrologic cycle, groundwater interaction with surface water, groundwater flow and transport equations, aquifer characterization, chemistry of groundwater, and groundwater as a geologic agent. ERS 480 and ERS 580 cannot both be taken for credit.

Reason for course modification:

To allow cross listing of course. The description has been modified to better describe the current course content.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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

Introduction to Hydrogeology: ERS 480/580

Text: C. Fitts. 2013. Groundwater Science, Academic Press (other textbooks may be substituted)

Contact Information

Andrew Reeve, 220 BGSC, 581-2353, asreeve@maine.edu
Lectures: 11:00-11:50 MWF
Office Hours: MW 9:30 to 10:30

Course Goals and Learning Outcomes

After successfully completing this course, undergraduate and graduate students will be able to:

- critically evaluate information communicated through the media related to groundwater systems.
- measure water levels and determine the components of hydraulic head
- delineate a drainage basing from a topographic map
- calculate the direction and flow rates of groundwater
- perform piezometer tests and used data collected to determine aquifer hydraulic conductivity
- interpret pumping test data and calculate aquifer storativity and transmissivity
- create and interpret specialized plots of groundwater chemistry
- perform solute transport calculations related to underground pollution (e.g. from a landfill)

Graduate students will also be able to:

- perform reactive transport calculations related to underground pollution
- Develop simple one and two dimensional finite difference groundwater models in spreadsheets or similar software
- understand the basic computational methods underlying Modflow or other standard groundwater flow model
- prepare input files, execute, and read output from Modflow (or other standard groundwater flow model)

Grading

Exam 1	15%	Wk5
Exam 2	15%	Wk 9
Exam 3	15%	Wk 13
Problem Sets	30%	Bi-weekly
Final Exam	25%	Dec. 14, 2:45

Grades will be assigned based on the following scale:

A	85+%
A-	82-85%
B+	79-81%
B	69-78%
B-	66-68%
C+	63-65%
C	53-52%
C-	50-52%

Classroom Policies

Attendance Students are expected to attend and participate in class and are responsible for all information presented in class. There will be no grade assigned for classroom attendance or for classroom participation.

Missed Exams Students unable to attend an exam must notify the instructor and make alternative arrangements **before** the exam. Only in exceptional circumstances will students be allowed to miss an exam and take it at a letter date outside of the scheduled class period.

Course Structure

This course focuses on the flow and chemistry of groundwater. Students will apply Darcy's Law in its various forms to solve groundwater flow problems, including:

- determining flow direction and rates from water level data,
- assessing the impact of heterogeneity and anisotropy on groundwater flow,
- characterizing the transmissive and storage properties of aquifer materials,
- calculating the impact a pumping well on an aquifer,
- calculating the distribution of dissolved chemicals transported by groundwater.

This course will include about five in-class field-based activities using nearby wells on campus or at a nearby water district site. Field days will typically be scheduled for fridays and will be scheduled based on weather. Students that cannot participate in full days of in-class field activities will be asked to schedule field activities to make up this time. Students will spend additional time in the field on these days to complete field work. Undergraduate students will be compensated for this additional time by making the last three to five days of classes optional for undergraduate students. These optional classes will be used to present material on computer modeling of groundwater flow required for graduate students enrolled in the cross-listed graduate course (ERS 580).

Problems sets will be given about every two weeks and will require the analysis of hydrogeologic data. Some of the data used in problem sets will be collected by students, exposing students to basic surveying, use of tools for measuring water levels, and the performance of hydraulic testing. Graduate students will complete a problem set applying groundwater modeling tools discussed in class. Completed problem sets will be submitted for grading as paper copies or as a **single** PDF files. Assignments submit as PDF's must be e-mail using a file name that clearly indicates the problem set number, name of student, and class enrolled in. Problem sets should all be typed, and should minimally include a methods section and a results section (along with any other items requested in the problem set). The methods section should provide enough detail to allow the reader to understand the mechanics of solving the given problem.

Three exams will be given through the class at about every 4 weeks. A comprehensive final will be given during finals week. These exams will largely (more the 50%) be based on previous problem sets and on problems worked in class, and will require the assessment of hydrogeologic data or calculations using hydrogeologic data. Students will be allowed to bring one (one sided) sheet of paper containing notes and equations to each exam (two sheets/sides allowed for final exam).

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.

Course Schedule Disclaimer

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.

Special Accommodations

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.

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 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 and 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 and 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 and Violence Prevention: 207-581-1406,
- Office of Community Standards: 207-581-1409,
- University of Maine Police: 207-581-4040 or 911.

Refer to the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

Class Schedule

Mon Aug 29	Physical properties of water	Ch 2	
Wed Aug 31	Groundwater reservoirs and fluxes	Ch 1	
Fri Sep 2	Surface water and groundwater interaction	Ch 5.2,3.11	
Mon Sep 5	NO CLASS:Labor Day		
Wed Sep 7	Darcy's Law and associated parameters	Ch 3.1-3.4	Assign Prob. 1 Set
Fri Sep 9	Three-point problems and contouring		
Mon Sep 12	Anisotropy and heterogeneity	Ch 3.5,3.6	
Wed Sep 14	Review Prob. Set		
Fri Sep 16	Three-point problems and anisotropy		
Mon Sep 19	Subsurface exploration, well installation and design	4.1-4.3	Assign Prob. 2 Set
Wed Sep 21	Analytic solutions to steady state flow	7.1,7.2,7.5	
Fri Sep 23	Graphical Flow nets	Ch. 7.4	
Mon Sep 26	EXAM 1		
Wed Sep 28	Groundwater Storage	Ch. 6.1-6.3,6.8-6.9	
Fri Sep 30	Hydrogeo. params and grain size	3.8	Assign Prob. 3 Set
Mon Oct 3	Exam review		
Wed Oct 5	Hydrogeo. params and grain size	3.8	
Fri Oct 7	Review Prob. Set		
Mon Oct 10	NO CLASS:Fall Break		
Wed Oct 12	Hydrogeo. params: permeameters		
Fri Oct 14	Hydrogeo. parameters: piezometer tests	8.1,8.2	Assign Prob.Set 4
Mon Oct 17	Hydrogeo. parameters: piezometer tests		
Wed Oct 19	Hydrogeo. parameters: pumping tests	8.3-8.5	
Fri Oct 21	Review Prob. Set		
Mon Oct 24	Hydrogeo. parameters: pumping tests		
Wed Oct 26	EXAM 2		
Fri Oct 28	Pumping tests and boundary effects		Assign Prob.Set 5
Mon Oct 31	Solute transport processes, Measuring dispersion	11.5	
Wed Nov 2	Exam review		
Fri Nov 4	Chemical Kinetics and solute transport		
Mon Nov 7	Solutions to the advection-disp. eqn.	11.7	Assign Prob.Set 6
Wed Nov 9	Groundwater chemistry: basic parameters	10.1-10.9	
Fri Nov 11	NO CLASS:Veterans Day		
Mon Nov 14	Groundwater chemistry: graphical interpretation		
Wed Nov 16	Review Prob. Set		
Fri Nov 18	Groundwater contamination	11.1-11.4	
Mon Nov 21	Groundwater flow models	10.5-10.9	Assign Prob.Set 7 (Grad)
Wed Nov 23	NO CLASS:Thanksgiving		
Fri Nov 25	NO CLASS:Thanksgiving		
Mon Nov 28	Review Prob. Set		
Wed Nov 30	EXAM 3		
Fri Dec 2	Computational methods for modeling	9.1-9.3	Req. Grad. Stdnts
Mon Dec 5	Computational methods for modeling		Req. Grad. Stdnts
Wed Dec 7	Exam review		
Fri Dec 9	Computational methods for modeling		Req. Grad. Stdnts

RECEIVED
NOV 10 2016
GRADUATE SCHOOL

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

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

GRADUATE PROGRAM/UNIT: **Higher Education**

COURSE DESIGNATOR: **HED** COURSE NUMBER: **690** EFFECTIVE SEMESTER: **Spring 2017**

COURSE TITLE: **Higher Education Internship**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

dept chair

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):

HED 690 - Higher Education Internship
Integrating theory and practice in a wide variety of higher education settings.

Prerequisites & Notes
Advance application and permission.

Credits: 2-6

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

HED 690 - Higher Education Internship
Integrating theory and practice in a wide variety of higher education settings.

Prerequisites & Notes
Advance application and permission.

Credits: 1-6

Reason for course modification:

Change is needed to meet student need for additional internship experiences with more flexibility.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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