

## CURRICULUM COMMITTEE REPORT

**The Curriculum Committee met on April 30th, 2019 and recommends the following courses to the Graduate Board for approval at its May 9th, 2019 meeting.**

### *New Courses:*

FSN 545 Utilization of Aquatic Food Resources

EAD 660 The Adult Learner in PK-12 Education

EAD 661 Advanced Educational Supervision

EHD 544 Mentoring, Supervision, and Teacher Development

### *Modifications:*

FSN 502 Food Preservation

FSN 538 Food Science and Nutrition

ERS 544 Introduction to Glaciology

SED 564 Universal Design for Learning in PreK-12- Classrooms

SED 585 Communication for Students with Autism Spectrum Disorder

April 30, 2019

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

Fr: Jessica Ouellette, Administrative Support Supervisor

Re: **Curriculum Committee, April 30, 2019 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, April 30th at 1:00 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:10-1:25 **FSN 545, FSN 538, FSN 502**

Denise Skonberg

2. 1:25- 1:35 **ERS 544**

Seth Campbell

3. 1:35-1:45 **EAD 660, EAD 661**

Ian Mette

4. 1:45-1:50 **SED 564, SED 585**

Deb Rooks-Ellis

5. 1:50-2:00 **EHD 544**

Rebecca Buchanan



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

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

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

GRADUATE PROGRAM/UNIT Food Science & Human Nutrition

COURSE DESIGNATOR FSN COURSE NUMBER 502 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Food Preservation

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School (sign and date)

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

**SECTION 2 (FOR COURSE MODIFICATIONS)**

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

FSN 502 - Food Preservation  
Chemicals and processes (freezing, dehydration, canning, irradiation, extrusion) used to extend food quality and safety.

Prerequisites & Notes  
FSN 330 or permission.

Credits: 3

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

FSN 502 - Food Preservation  
Chemicals and processes (freezing, dehydration, canning, irradiation, extrusion) used to extend food quality and safety.

Prerequisites & Notes  
Permission.

Credits: 3

Reason for course modification:

The prerequisites has been changed to permission since online students may not have taken the University of Maine FSN 330 Introduction to Food Science course. They may have taken an equivalent course at another unviersity or college. Nontraditional students may have industrial experience that would allow them to successfully complete this 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 [graduate@maine.edu](mailto:graduate@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



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GRADUATE PROGRAM/UNIT Food Science and Nutrition

COURSE DESIGNATOR FSN COURSE NUMBER 538 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Fermented Foods and Probiotics

### REQUESTED ACTION

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

- New Course  
 New Course with Electronic Learning  
 Experimental

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

- Designator Change     Description Change     Cross Listing (must be at least 400-level)<sup>1</sup>  
 Number Change     Prerequisite Change     Other (specify) Offer online  
 Title Change     Credit Change

### ELIMINATION:

- Course Elimination

### ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

\_\_\_\_\_  
 College Dean(s)

\_\_\_\_\_  
 Graduate School (sign and date)

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

**SECTION 2 (FOR COURSE MODIFICATIONS)**

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

**FSN 538 - Food Fermentation**  
Deals with application of the principles of microbiology to the understanding of the fermentation of various categories of foods.

**Prerequisites & Notes**  
BMB 300 or permission,

**Credits: 3**

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

**FSN 538 - Fermented Foods and Probiotics**  
Deals with application of the principles of microbiology to the understanding of the fermentation of various categories of foods. Reviews current understanding of probiotic mechanisms and efficacy in humans.

**Prerequisites & Notes**  
Graduate standing in FSN or permission.

**Credits: 3**

Reason for course modification:

Transition to online, asynchronous offering in order to leverage as part of approved UMaine GOLD program in Nutrition and Food Technology.

Update course focus to include topics of relevance to clinical scientists.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

[Empty box for Reason for Elimination]

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

GRADUATE PROGRAM/UNIT School of Food and Agriculture

COURSE DESIGNATOR FSN COURSE NUMBER 545 EFFECTIVE SEMESTER Fall 2019

COURSE TITLE Utilization of Aquatic Food Resources

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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


**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

 Robert Causey Interim Director SFA

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

 Chris Gerbi (by Patti Teasby 5/7/19)

**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 545 Utilization of Aquatic Food Resources  
Utilization and food quality of wild and farmed aquatic animals including production, chemical/physical properties, nutritional value, post-harvest changes, processing systems, regulatory issues, by-product utilization and food safety. FSN 440 and FSN 545 cannot both be taken for credit. Lec.

Course Typically Offered: Spring, Odd Years

Prerequisites- Graduate Studies in FSN or permission  
credits- 3

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

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

Text(s) planned for use:

No text. Required reading will be drawn from a variety of sources.

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

Denise Skonberg, Associate Professor of Food Science, 45% teaching load

Reason for new course:

New graduate course to be cross listed with FSN 440. We would like to offer this 500-level, seafood science online course for graduate students as part of our newly approved UMaine Gold Graduate Certificate in Food Technology.

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.

There are no similar courses at the University of Maine. No other programs should be affected.

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

Spring, odd years. This course is part of Dr.Skonberg's regular teaching load, and there will be no overload payments.



**Utilization of Aquatic Food Resources**  
**FSN 440 and FSN 545**  
**Spring 2021**

Utilization and food quality of wild and farmed aquatic animals including production, chemical & physical properties, nutritional value, post-harvest changes, processing systems, regulatory issues, by-product utilization and food safety. FSN 440 and FSN 545 cannot both be taken for credit. Lec 3.

**Instructor:**       **Denise Skonberg, PhD**  
School of Food and Agriculture  
104 Hitchner (207-581-1639)  
[Denise.Skonberg@maine.edu](mailto:Denise.Skonberg@maine.edu)

**Office hours:** I'm available by phone or Zoom by appointment. Please e-mail me if you'd like to set up a time to talk.

**Course objectives:**

Students completing FSN 440 or FSN 545 will be able to:

1. Describe the composition, structures, microbial quality, and post-mortem biochemistry of fish and shellfish.
2. Explain best practices in harvesting, handling, chilling, freezing, and preserving aquatic food products, and how these practices impact food safety & quality.
3. Demonstrate understanding of seafood marketing and merchandising in the U.S.
4. Discuss current topics related to the harvest and consumption of aquatic food products, including sustainability, trade, and human health.

Additionally, students completing FSN 545 will be able to:

1. Summarize and prepare a fact sheet for a general audience on an emerging aspect of seafood science.

**Text:**

There is no required textbook for this class. Your required reading assignments are drawn from a variety of sources including seafood textbooks, trade journals, government and non-governmental organization (ngo) websites, and newspapers.



**Electronic Learning:**

This course is asynchronous, meaning that lectures will not be delivered in person at a specific time. This course is offered through Blackboard (bb.courses.maine.edu) and a high-speed internet connection is required to access course content, take exams, and submit assignments. You will need software programs that allow you to access the Internet, Blackboard, Zoom, Adobe PDF files, and Kaltura. Access to necessary software and tutorials on how to use Blackboard, Kaltura, and Zoom are available on UMaine’s Center for Innovation in Teaching and Learning website: (<https://umaine.edu/citl/faculty-support/>). Since lectures will be presented as pre-recorded videos, students will need Internet connections with speeds sufficient to view these videos. Students also need access to a computer with a camera and microphone to record videos for assignments. For any technical assistance with this course, please contact UMaine IT at: 207-581-2506 or help@maine.edu.

**Grading:**

**FSN 440**

Exam 1 .....	100 points
Exam 2 .....	100 points
Exam 3 .....	100 points
<u>Assignments</u>	<u>100 points</u>
Total .....	400 points

**FSN 545**

Exam 1 .....	100 points
Exam 2 .....	100 points
Exam 3 .....	100 points
<u>Assignments</u>	<u>200 points</u>
Total .....	500 points

<u>Grade</u>	<u>%</u>
A	> 92
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69

**Examinations:**

Exams will consist primarily of short answer, multiple-choice, and essay questions. If illness or another emergency situation interferes with your ability to take an exam at the assigned time, let me know beforehand so that alternative arrangements can be made, and plan on providing verification. Make-up exams must be taken within one week of the scheduled exam and no examinations will be returned until all students have taken the exam.

### ***Late Assignments:***

Assignments are due on the dates indicated in the syllabus. I generally accept assignments up to several days late, but subtract 5% from the grade per day. If illness or another emergency situation causes you to miss a deadline, please let me know about the situation ahead of time, so that we can arrange an alternate due date.

### ***Assignments:***

#### **1. News report & opinion piece (40 points)**

Each student will report to the class on a current (maximum 2 months old) newsworthy item related to aquatic food products. You may use any news media, including newspapers, magazines (technical, trade, or consumer), or internet news sites. Potential sources include Food Technology, Seafood Source, FDA Consumer, Aquaculture Magazine, Restaurant Business, and many others.

You will spend 3-4 minute telling the class:

- Your source of information, and your opinion of its objectivity
- A brief summary of the information
- The relevant points of the report, and why they are newsworthy
- **Your personal opinion about the issue**, with supporting rationale (reasons)

**Students will turn in a short report, approximately 2-3 pages (double spaced) in length which summarizes each of the bulleted points above.**

#### **2. Seafood counter survey (60 points)**

Visit a seafood counter at a supermarket or seafood retailer and prepare a 4-5 page (double spaced) report describing in detail:

- Location and time of visit
- Types of seafood and associated products
- How items are displayed
- Your perception of seafood quality
- Specific and supported ideas to improve quality, safety and/or merchandising of products at this facility.

#### **3. Fact sheet (100 points) – graduate students only**

Each graduate student will summarize and prepare a fact sheet for a general audience on an emerging aspect of seafood science. The purpose of this assignment is to: 1) gain in-depth understanding of the topic selected, based on current reports in the-peer reviewed literature, and 2) practice communicating science to general audience with little scientific background. The fact sheet should be based on information summarized from at least three peer-reviewed original research reports, although additional sources also may be used. Fact sheets should be two pages (single spaced; including references, figures, tables, etc) in length, and based on reference material **published in the last 5 years**. Guidelines for completing the fact sheet and a rubric for its evaluation will be posted and discussed in class.

Date	Topic	Assignment
1/22	• Course introduction	
1/24 – 1/29	• Fishery and aquaculture production; consumption trends	• RR1, RR2
1/31 – 2/7	• Species and structures of commercially harvested fish and shellfish	• RR3, RR4
2/12 – 2/14	• News Reports; composition and nutritional value of fish	• <b>News report (2/12)</b> • RR5
2/19 – 2/21	• Harvesting methods	• RR6, RR7
2/26	• Sea vegetables	• RR8
2/28	• <b>Exam 1</b>	
3/5 – 3/7	• Initial handling and processing	• RR9, RR10
3/12 – 3/14	• Microbiological quality	• RR11
3/18– 3/22	<b>Spring Break</b>	
3/26	• Post-mortem biochemistry	• RR12
3/28 – 4/2	• Quality assessment	• RR13
4/4	• Shelf life	• RR 14, RR15
4/9	• Freezing	• RR16
4/11	• <b>Exam 2</b>	
4/16	• Freezing	
4/18	• Marketing & merchandising	• RR17, RR18
4/23 – 4/25	• Seafood safety	• RR19, RR20 • <b>Seafood Survey (4/25)</b>
4/30	• By-product utilization	• RR21
5/2	• Seafood for the future	• RR22
5/9	<b>Exam 3</b>	

The University of Maine required administrative policy statements (academic honesty, student accessibility services, course schedule disclaimer, observance of religious holidays/events, sexual violence policy, mandatory reporting) are available at: <https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>





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GRADUATE PROGRAM/UNIT School of Earth & Climate Sciences

COURSE DESIGNATOR ERS COURSE NUMBER 544 EFFECTIVE SEMESTER Summer 2019

COURSE TITLE Introduction to Glaciology

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

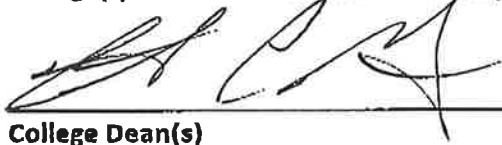
**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

**Scott E. Johnson** Digitally signed by Scott E. Johnson  
Date: 2019.04.09 09:11:23 -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):

A study of the dynamics of ice sheets including creep deformation of ice and the interaction between a glacier and its bed, numerical methods for modeling advance and retreat of ice sheets during times of climatic change, glacial erosion and deposition. Lec 3.

Prerequisites & Notes: MAT 127, COS 210 or COS 220 or permission.

Credits: 3

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

Glaciers and ice sheets cover a significant portion of the planet and have major impacts on surrounding Earth systems and human communities. Glaciers act as a consistent source of freshwater, they sculpt the Earth's near surface geology, and they can influence tectonics, weather, climate, ocean, and surrounding ecosystems. This course will study the life cycle of glaciers and ice sheets, the physics which influence their structure, size, movement, and their interaction with surrounding environments. This course will also explore tools and methods used to study glaciers and ice sheets through practical exercises and experiments. Methods we will explore include classical field glaciological techniques, geochemistry, geophysics, remote sensing, and numerical modeling. Note, ERS 444 and ERS 544 cannot both be taken for credit by individual students. 4 Credits. Prerequisites: none

Reason for course modification:

The original course description only focused on ice sheets. The new course covers all glacier systems as well as their relationships to surrounding Earth systems. Based on the University of Maine focus to develop curriculum that is more interdisciplinary and available to a broader range of students, the modification to the course, course credits (2 credits to 4 credits), course prerequisites (none required), and course syllabus is needed.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

[Empty box for Reason for Elimination]

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# Introduction to Glaciology (ERS 444/544)

Spring 2019

## Course Description

Glaciers and ice sheets cover a significant portion of the planet and have major impacts on surrounding Earth systems and human communities. Glaciers act as a consistent source of freshwater, they sculpt the Earth's near surface geology, and they can influence tectonics, weather, climate, ocean, and surrounding ecosystems. This course will study the life cycle of glaciers and ice sheets, the physics which influence their structure, size, movement, and their interaction with surrounding environments. This course will also explore tools and methods used to study glaciers and ice sheets through practical exercises and experiments. Methods we will explore include classical field glaciological techniques, geochemistry, geophysics, remote sensing, and numerical modeling. Note, ERS 444 and ERS 544 cannot both be taken for credit by individual students. 4 credits

## Instructor

Dr. Seth Campbell, Assistant Professor; 202 Sawyer Hall, 207-581-3927; [scampb64@maine.edu](mailto:scampb64@maine.edu)

## Office Hours

I will hold office hours on Monday from 10 am - 12 pm but have an open-door policy so feel free to stop by my office at any time. However, making an appointment via email ensures the most efficient use of your and my time. Appointments also assure that I will not already be in a meeting or away from my office.

## Undergraduate Prerequisites

ERS200 (Earth Systems) or ERS201 (Global Environmental Change);  
And MAT 116 (Introduction to Calculus) or MAT 126 (Calculus I);  
Or permission of the instructor

## Course Details

Semester Offered: Spring 2019 and repeated during odd years

Credits: 4 (2.5 hours of lecture and 3 hours of laboratory per week)

Meeting time and place:

Lecture: 9:00 – 9:50 am Monday, Wednesday, and Friday

Laboratory: 4:00 – 5:50 pm Wednesday

Bryand Global Sciences Center - Room 203

## Textbook

The following textbook is required for this course:

*Glaciers and Glaciation, 2nd Edition* – by Doug Benn & David Evans

The course will rely heavily on peer-reviewed papers with the primary textbook due to its broad range of material covered. Many other useful glaciology references exist. Students planning a career in glaciology or a related field may consider these other textbooks, however, they are not required for this course:

*Principles of Glacier Mechanics 2nd Edition* – by Roger LeB. Hooke

*Physics of Glaciers, 4th Edition* – by Kurt Cuffey & W.B. Patterson

*Field Techniques in Glaciology and Glacial Geomorphology* – by Bryn Hubbard & Neil Glasser

**Class Communication**

I will use email and the Blackboard course management software to communicate and share material with you. Once you are enrolled and login to Blackboard, you will see ERS444/544 Spring 2019 listed under My Courses. Any announcements will be made either via email or on Blackboard, so please check these sites frequently. Emails through Blackboard traditionally use the maine.edu email accounts. If you do not monitor your UMaine email, please be sure to set up forwarding of your UMaine email to your usual email to assure all messages are received.

**Course Goals and Learning Outcomes**

The course ERS444/544: Introduction to Glaciology, will focus on answering four primary questions:

- 1) How do glaciers advance, flow, and retreat?
- 2) How do the characteristics of glaciers (e.g. micro and macro structure, rheology, mass balance, and thermal properties) vary over space and time?
- 3) How do glaciers and ice sheets relate to or influence surrounding Earth systems including the broader cryosphere, atmosphere, terrestrial or marine ecosystems, and geology?
- 4) What methods are used to study glaciers, ice sheets, and their immediately surrounding environments?

With these questions in mind, through this course students will:

- Investigate the formation and architecture of glaciers, ice fields, and ice sheets.
- Explore glacier energy and mass balance concepts.
- Examine glacier kinematics and dynamics concepts.
- Survey the interactions between glacier hydrology and dynamics.
- Explore the linkage between glaciers, Earth surface, and atmospheric processes.
- Examine relationships between climate and glaciers/ice sheets.
- Learn methods to study glaciers and ice sheets including classical field observations, geophysics, remote sensing, geomatics, geochemistry, and numerical modeling.
- Practice experimental design, data acquisition, interpretation, and uncertainty analysis.
- Develop evidence-based scientific argument skills using direct or remote observations and models.
- Identify common themes and differences between glaciers and ice sheets in space and time with the aim of developing predictive skills about current and prior glacier environments.
- Develop critical thinking and analytical skills through data analysis and critique of peer-reviewed scientific literature.

***Learning outcomes:*** Upon successful completion of ERS444/544, students will be able to:

- Dissect glaciology literature to identify the scientific problem, method to study the problem, assumptions and limitations to the research, and significance of the research.
- Summarize major energy and mass balance components of glaciers and ice sheets and distinguish similarities or differences between dominant energy and mass balance components of ice sheets and mountain glaciers located in different regions of the planet.
- Qualitatively explain the driving and resistive forces to glacier ice flow and summarize glaciers from a conservation of mass perspective.
- Explain the hierarchy of numerical models used for studying glaciers as well as limitations and assumptions made with various model types.
- Qualitatively summarize satellite, airborne, ground-based remote sensing methods used to study glaciers and ice sheets including differences between active and passive remote sensing, and in-situ glaciological measurements.
- Use science best practices to evaluate field observations, geospatial and remote sensing information, or other relevant data.



- Distinguish important unsolved problems of glaciology.
- Formulate a holistic understanding of glaciology, including underlying influences and feedbacks between glaciers, and the atmosphere, oceans, biosphere, near-surface (critical zone), and lithosphere.

### Learning Assessment

Assessment of course learning outcomes will be based on the following items:

#### *Paper Summaries*

Every ~3 weeks, students will be required to read and write a summary about one peer-reviewed scientific paper of importance (5 papers total). The papers will be selected as a class from a list of potential papers. The summary should include the following details and be between 1-2 pages in length (double spaced, 12 point font, 1" margins). Each paper review grade will be based on the following metric:

- 1) Introduction to the problem of interest (20%)
- 2) Explanation of methods used to study the problem (20%)
- 3) Significant results from the paper (20%)
- 4) Importance of the results to the broader scientific community (10%)
- 5) Assumptions or limitations of the study (10%)
- 6) In-Class Discussion Participation (20%)

Total points per paper: 100 points

Graduate students will lead a discussion in class about each selected paper. I expect participation from all students in the discussion and the role of the student facilitator is to engage each student. The goal of this effort is to help students become familiar with reading scientific glaciology literature. The goal is NOT for students to become an expert in all the methods or details explained within each paper. I expect students to become familiar with each general topic, limits of our current general knowledge on that topic, and the ability to distill dense scientific literature into a basic summary that is readable by non-science experts. I encourage students to discuss papers with others outside of class time and to approach me with any questions that arise as they read each paper.

#### *Labs*

Students will complete five laboratory exercises spaced over the duration of the semester. Each Laboratory will take approximately two weeks to complete. Laboratories will be based on the following topics:

- 1) Mass and Energy Balance
- 2) Glacier Hydrology
- 3) Ice Flow Dynamics
- 4) Ice Cores, Glaciochemistry, and Paleoclimatology
- 5) Glaciological Methods: Geophysics, Remote Sensing, and Numerical Modeling

The goal of each laboratory exercise is to provide students with an opportunity to explore hypotheses related to how glaciers "work" and evolve in space or time. A secondary goal is for students to develop an intuitive understanding about relationships between glaciers or related environments (e.g. sea ice, permafrost, etc.) to other Earth systems. Each laboratory will include a qualitative (written) component, a quantitative component, participation in a class discussion, and revision of qualitative and quantitative components following the classroom discussion. Grades for each lab will be based on these four components. In this manner, students will have the chance to build and improve upon their initial observations and analyses. The grading for each lab will be based on the following metric:

- 1) Qualitative/Written Analysis (25%)
- 2) Quantitative Analysis (25%)
- 3) Class Discussion (25%)
- 4) 2nd Draft Qualitative/Quantitative Analysis (25%)

Total points per lab: 100 points

### ***Science Proposal***

Each student will write a 10-page science proposal (double spaced, 12 point-font, 1" margins) related to one of the topics listed in the schedule. Each proposal should include: 1) an explanation of the problem, 2) a summary of current literature on the topic, 3) objectives of the proposal; 4) proposed research or work plan; 5) significance or rationale for the proposed research; and 6) references cited. Note, the 10 pages excludes references cited. The goal of this exercise is for students to focus in greater detail on a topic of their interest within the course and to recognize opportunities for further research within their topic of interest. Proposals will be presented to the class at the end of the semester in 10-minute oral presentations with 5 additional minutes available for questions. Proposals will be graded using the following metric:

- 1) Problem Explanation (20%) (Draft Due: 2/15/2019)
- 2) Research Summary (20%) (Draft Due: 3/8/2019)
- 3) Objectives (15%) (Draft Due: 3/29/2019)
- 4) Work Plan (15%) (Draft Due: 4/12/2019)
- 5) Significance (15%) (Draft Due: 4/26/2019)
- 6) Presentation (15%) (Final Presentation Due: 4/29/2019 - 5/3/2019)

### ***Final Exam***

A Final take-home exam will be conducted during final exams week covering material from the course. Exam questions will be a mix of short answer and essay questions.

### ***Grading Summary***

Paper Summaries	(5 x 100 points)	500 points
Labs	(5 x 100 points)	500 points
Science Proposal	(1 x 500 points)	500 points
Final Exam	(1 x 100 points)	100 points
		1600 points total

Grading Rubric		
A+	1544 – 1600 points	97 – 100
A	1496 – 1543 points	94 – 96
A-	1432 – 1496 points	90 – 93
B+	1384 – 1431 points	87 – 89
B	1336 – 1383 points	84 – 86
B-	1272 – 1335 points	80 – 83
C+	1224 – 1271 points	77 – 79
C	1176 – 1223 points	74 – 76
C-	1112 – 1175 points	70 – 73
D+	1064 – 1111 points	67 – 69
D	1016 – 1063 points	64 – 66
D-	952 – 1015 points	60 – 63
F	≤ 951 points	≤ 59

### Course Schedule and Assignments for Spring 2019

The following outlines the approximate course and assignment schedule. The three primary assignments you will be graded on are labs, paper reviews, and your proposal. I provide the due dates for each lab (two weeks per lab), paper review (~ 3 weeks per paper review), and sections of the proposal. Note, the proposal is a semester long project so do not wait until the end to complete the proposal. Numbers within the assignments are associated with the numbered assignments within each task (e.g. Lab 1 is Mass and Energy Balance as listed on page 3 of the syllabus and *Proposal Section 1* is Problem Explanation as listed first within the Proposal summary on page 4 of the syllabus). Note, I am providing four weeks for Lab 5 to be completed.

Week	Dates	Topics	Assignments		
			Labs	Paper Reviews	Proposal Sections
1	1/21/2019 – 1/25/2019	Geography of Ice			
2	1/28/2019 – 2/1/2019	Physical Properties of Snow and Ice			
3	2/4/2019 – 2/8/2019	Mass & Energy Balance	1	1	
4	2/11/2019 – 2/15/2019	Glacier Hydrology	1		1
5	2/18/2019 – 2/22/2019	Ice Flow	2		
6	2/25/2019 – 3/1/2019	Glacier Erosion and Deposition	2	2	
7	3/4/2019 – 3/8/2019	Glaciers and Climate Response	3		2
8	3/11/2019 – 3/15/2019	Ice Cores, Glaciochemistry, and Paleoclimatology	3	3	
9	3/16/2019 – 3/24/2019	Spring Break			
10	3/25/2019 – 3/29/2019	Sea Ice, Permafrost, and Periglacial Environments	4		3
11	4/1/2019 – 4/5/2019	Glaciers, Ecosystems, and Society	4	4	
12	4/8/2019 – 4/12/2019	Glaciology Methods I: Geophysics	5		4
13	4/15/2019 – 4/19/2019	Glaciology Methods II: Geodetics & Remote Sensing	5		
14	4/22/2019 – 4/26/2019	Glaciology Methods III: Numerical Modelling	5	5	5
15	4/29/2019 – 5/3/2019	Project Presentations	5		6
16	5/6/2019	Take Home Final Exam			

should be on pg 4 w/ undergrad work

### ***Additional Graduate Student Requirement***

***Expanded Science Proposal:*** Each graduate student will be required to expand the required 10-page double-spaced proposal listed above for undergraduate students to a 10-page single-spaced proposal. I recommend looking at the National Science Foundation Proposal Guide and a Request for Proposal (RFP) call of their choice to focus their proposal on one of the RFP's. RFP options include, but are not limited to, NSF P2C2, NSF Office of Polar Programs Arctic Natural Sciences or Antarctic Glaciology. This exercise will conclude with each graduate student providing feedback to one other graduate student on their proposal, and an instructor-led discussion with all students (graduate and undergraduate) about the strengths and weaknesses of each graduate student proposal from a broader impacts and intellectual merit perspective. Important website links that graduate students may be interested in are listed here:

NSF Proposal Guide: [https://www.nsf.gov/pubs/policydocs/pappg18\\_1/index.jsp](https://www.nsf.gov/pubs/policydocs/pappg18_1/index.jsp)

NSF P2C2: [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5750](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5750)

NSF Antarctic Glaciology: [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=12798](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12798)

NSF Arctic Natural Sciences: [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=13424](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13424)

University of Maine Budget Worksheet and other Forms: <https://umaine.edu/ora/guides-forms/>

### **Course Policy**

Attendance at all lecture or laboratory sessions is required. Students are responsible for all material presented in class as well as in required readings. By turning assignments in on time, you are eligible for full credit. Late assignments forfeit the right to any credit; any partial credit for late assignments will be up to the instructor's discretion. I expect appropriate use of electronic devices during class.

### **University of Maine Statements**

The University of Maine has statements on Academic Honesty, Student Accessibility Services, Course Scheduling, Observance of Religious Holidays, and Sexual Discrimination and Reporting. These statements can be found at <https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/> and also below:

#### ***Academic Honesty Statement***

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

#### ***Students Accessibility Services***

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr. Seth Campbell) privately as soon as possible.

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

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

***Observance of Religious Holidays/Events***

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

**Sexual 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 Partners for Peace: 1-800-863-9909.**

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

**For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>**



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

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

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

GRADUATE PROGRAM/UNIT Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 661 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Advanced Educational Supervision

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

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

  
 \_\_\_\_\_

  
 \_\_\_\_\_  
 College Dean(s)

\_\_\_\_\_  
**Graduate School** [sign and date]

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

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

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

Advanced Educational Supervision is designed to expand students' thinking, knowledge, and interpersonal skills about how to create supervisory feedback systems in PK-12 school buildings and districts. Emphasis will be placed on preparing educational leadership students to use supervision frameworks to inform how they mobilize others to follow as part of other dissertation which addresses a problem of practice. Prerequisites: Enrollment by permission. This is a 3 credit course.

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:

Aguilar, E. (2013). The art of coaching: Effective strategies for school transformation. San Francisco: Jossey-Bass. ISBN: 978-1118206539.  
Robinson, A. G., & Schroeder, D. M. (2006). Ideas are free: How the idea revolution is liberating people and transforming organizations. San Francisco: Berrett-Koehler. ISBN: 978-1-57675-374-3.

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

Dr. Ian Mette, Assistant Professor in Educational Leadership, 2-2 teaching load

Reason for new course:

We have reestablished our EdD program, a professional degree that focuses on producing scholarly practitioners who are capable of closing the theory-practice gap in educational leadership. To accomplish these goals, we are offering two eight-week courses each semester as an intensive program of study for our educational leadership students. This course will meet the scheduling needs of the EdD program, but it will also allow EdD students to conceptualize how to improve supervision feedback systems in their own PK-12 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.

There are no other departments affected by this course development as there are no course overlaps. While no departments or programs have been affected, departments and programs will be aware of the development of this course through the COEHD Graduate Advisory Council (GAC). Additionally, this course development is required as currently there are no other eight-week EdD courses being taught.

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 every four years as part of the EdD cohort program, which supports 12-15 EdD students.





**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.

**EAD 661 Advanced Educational Supervision  
Spring 2020 Second Session (3/12-5/7)  
159 Shibles  
Thursday, 4:00 PM – 8:30 PM**

Ian M. Mette, PhD  
334 Merrill Hall  
[ian.mette@maine.edu](mailto:ian.mette@maine.edu)

Cell Phone: (207) 951-5659  
Office phone: (207) 581-2733

**General Description**

*Advanced Educational Supervision* is designed to expand students' thinking and interpersonal skills about how to create supervisory feedback systems in PK-12 settings. Emphasis will be placed on supervision frameworks to inform how they can be used in the school improvement process that will be part of addressing their problem of practice.

**Purpose**

This course focuses on the study and application of educational supervision theories, principals, and practices. The course is intended to not only deepen students' understanding of theory about supervision, but to apply these into practice to create double loop learning (Argryis, 1976). The design and requirements of the course, in addition to the supervision theories and conceptual frameworks, help to achieve these purposes. By the end of the course, students will be able to:

1. Develop a supervision framework that can be directly applied to school improvement efforts based on action research to address problems of practice.
2. Deepen concepts of supervision by exploring what is needed to develop better instructional strategies related to current supervisory perspectives supported by research.
3. Analyze and evaluate how teacher development and adult learning theory is related to supervisory feedback.
4. Identify and develop a feedback structure that allows for feedback to be a two-way street and support double-loop learning.
5. Consider the interpersonal skills, as well as the intrapersonal skills, that are needed to be an effective scholarly practitioner, particularly when considering the

teacher leadership that is necessary to collectively address a problem of practice and improve student outcomes.

### **General Approach to Learning**

The 2020 Spring Semester Second Session will go by quickly, and once again class members will be asked to dive deeply into her/his own problem of practice, as well as be an active participant in class. As a cohort, you will continue to learn side-by-side with your colleagues from throughout the state, and as such your group experience will depend on your ability to engage each other in thought-provoking in-class conversation. Attendance in the class is crucial, as is coming prepared having read each assigned reading and completed all prior out-of-class work. Written assignments will allow you to practice academic writing that will prepare you for your dissertation project, and as such are pertinent to your development as a scholarly-practitioner. Additionally, practicing delivering information verbally and through electronic platforms will help you hone your ability to communicate to practitioners, researchers, and policymakers about why your dissertation topic is important to address. As such, you will progress through this semester – and the upcoming semesters – by building your argument as to why your problem of practice is important, how the literature does (or does not) support your problem of practice, and the leadership that is required to address this problem in your educational system.

### **Attendance**

Attendance in any class is important, but especially in an eight week course. Class members are allowed one absence per eight week class. ANY ABSENCE beyond the one allowed absence will automatically drop a final grade by one letter grade. More than two absences will result in a C, which is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

### **Class Expectations**

EdD class members should expect to average 10 hours of work outside of class each week to complete assignments, group work, readings, and course requirements.

### **Required Text:**

Zepeda, S. J., & Ponticell, J. A. (Eds.) (2019). *The Wiley handbook of educational supervision*. Hoboken, NJ: Wiley Blackwell. ISBN: 978-1-119-12827-4.

Robinson, A. G., & Schroeder, D. M. (2006). *Ideas are free: How the idea revolution is liberating people and transforming organizations*. San Francisco: Berrett-Koehler. ISBN: 978-1-57675-374-3.

### **Additional Readings:**

As assigned throughout the course.

**Class Sessions:**

Thursday, March 12<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, March 19<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, March 26<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, April 2<sup>nd</sup>, 4:00 PM – 8:30 PM  
Thursday, April 9<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, April 16<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, April 30<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, May 7<sup>th</sup>, 4:00 PM – 8:30 PM

**NOTE:** Class members should fully expect to stay for the full four hour block. We will take several breaks during these timeslots, but class members should also bring food and beverages to make sure they are alert and engaged during each four hour class.

**Assignments**

ASSIGNMENT	DUE	POINTS
Individual Analysis and Review of Supervision	3/19 – 4/30	20
Team Analysis and Review of Supervision	3/19 – 4/30	20
Organization Transformation Stand and Deliver	5/7	30
Analysis of Supervision in Practice	5/11	20
Class Attendance and Participation	ongoing	20
	<b>TOTAL</b>	<b>100</b>

## **Assignment Descriptions:**

### *Team Analysis and Review of Supervision*

- Class members will work in teams of two to prepare a review of one of the chapters in the Zepeda and Ponticell (Eds.) book. Class members will critically analyze the selected chapter using critical frameworks studied from previous EdD courses. This assignment should result in a written analysis and critique of the article that is about 600 words but no longer than 900 words in length. The focus of the critique should center on your knowledge of critical analysis of literature and how this translates into the conclusions made in the chapter. It should also connect to your experiences as a practitioner. Class members will also be expected to present roughly TEN MINUTES of their critique the week the assignment is due and receive feedback from the group. This assignment should be polished and engaging to the audience. Feedback will be provided by other class members in both arenas.

### *Individual Analysis and Review of Supervision*

- Each class member will prepare a review of one of the chapters in the Zepeda and Ponticell (Eds.) book. Class members will critically analyze the selected chapter using critical frameworks studied from previous EdD courses. This assignment should result in a written analysis and critique of the article that is about 600 words but no longer than 900 words in length. The focus of the critique should center on your knowledge of critical analysis of literature and how this translates into the conclusions made in the chapter. It should also connect to your experiences as a practitioner. Class members will also be expected to present roughly TEN MINUTES of their critique the week the assignment is due and receive feedback from the group. This assignment should be polished and engaging to the audience. Feedback will be provided by other class members in both arenas.

### *Organization Transformation Stand and Deliver*

- Based on the work you read and analyzed in EAD 660 *The Adult Learner*, as well as the work in this class (both the Zepeda & Ponticell and Robinson & Schroeder books), class members will be asked to compose a Stand and Deliver presentation that addresses how aspects of supervision and the role of teachers providing feedback to the function of an organization is needed to address their selected problem of practice. Specifically, cohort members should use all the readings from the semester as a foundation for this assignment, but are encouraged to use additional supplementary material or to reuse readings from previous semesters. This assignment should further your thinking about your own problem of practice, should last no more than TEN MINUTES, and be a video recorded that increases your ability to communicate ideas as a scholarly practitioner.

## *Analysis of Supervision in Practice*

- Based on the work you read and analyzed in EAD 660 *The Adult Learner*, as well as the work in this class, class members will be asked to write an Analysis of Supervision in Practice assignment that addresses how aspects of supervision and the role of teachers providing feedback to the function of an organization is needed to address their selected problem of practice. Specifically, cohort members should use all the readings from the semester as a foundation for this assignment, but are encouraged to use additional supplementary material or to reuse readings from previous semesters. This assignment should further your thinking about your own problem of practice, should be about 1200-1300 words (roughly four pages double-spaced, 12 point font, Times New Roman), with an additional page or two for references (in APA style).

### **Grading Scale**

The grading scale for this course is based on a percentage of points earned out of total points offered, and follows the grade scale given below:

A	100-90	C	79-70	F	59 and below
B	89-80	D	69-60		

A grade of a C is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

### **Missed Assignments/Make-Up Policy**

Assignments are due by the start of class on the due date. Late work will be accepted with a credit deduction of 10% for each day each assignment is late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the due date to ensure full credit. Please see me individually if you have special concerns or circumstances.

### **Confidentiality within the Context of the Course**

All of us are aware of the importance to school people and to the successful operation of schools of the use of sensitive information outside of the school. Therefore, I ask that we respect several levels of confidentiality. Information and experiences to which we will be privy can be categorized as follows:

- a) information which may be shared in papers, anecdotes, and conversations with me;
- b) information, which may be discussed in teams and in class presentations.

Appropriate treatment of the confidentiality of material rests, ultimately, with our good judgment.

## **College of Education and Human Development Policy on Incomplete Grades in Graduate Classes**

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

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

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

### **Attendance and Participation**

The course design is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and group work but it is designed to include a great deal of student work as well. **Class sessions will be held each Thursday evening from 4:00 PM until 8:30 PM for the duration of the semester unless otherwise noted on the class schedule.**

Class member must be well prepared for each class session, having

- (a) read the text chapter(s) and readings assigned
- (b) completed assignments

Constructive participation in the class members sessions, through written feedback, and other activities is expected. Class members are expected to:

- (a) contribute interesting, insightful comments
- (b) present examples of concepts relevant to discussion topics
- (c) paraphrase and build on comments of others
- (d) raise good questions
- (e) listen and respond appropriately to others

*Positive participation:* The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, and are connected to both

the readings and the student's relevant outside experiences. Student reads the text and is prepared with notations to contribute.

*Negative participation:* The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

*Cooperative activities:* Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry-based, real life scenarios.

Attendance is required for all classes unless the student contacts the instructor prior to the start of class. Class members who miss more than one excused class will lose participation points. Additionally, class members who miss a class due to an excused absence will have a make-up assignment assigned at the instructor's discretion. The make-up work is due within one week of the missed class.

All written assignments will adhere to the Publication Manual of the American Psychological Association (APA)-6<sup>th</sup> Edition

#### **Instructor's Role/Responsibility**

- behave in a manner that values each individual
- make decisions based on our program objectives
- model our beliefs
- practice active listening
- take time to celebrate our successes and those of others
- place priority on building positive relationships
- value individual differences
- respond to email within two weekdays

#### **Student's Role/Expectations**

- attend all class sessions (**see attendance and participation**)
- actively participate in discussions and activities (**see attendance and participation**)
- read texts and handouts as assigned prior to, during, and after classes, and come to class having completed pre-reading assignments (**see attendance and participation**)
- turn in assignments on time (**see missed assignments and make-up policy**)
- actively check UMaine email accounts to stay updated on communication from instructor

#### **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.

### **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.

### **Confidentiality Statement**

All academic records of class members 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 [here](#).

### **Special Accommodations for Students with Disabilities**

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

### **Observance of Religious Holidays/Events**

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

### **Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP),



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

### **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: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

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

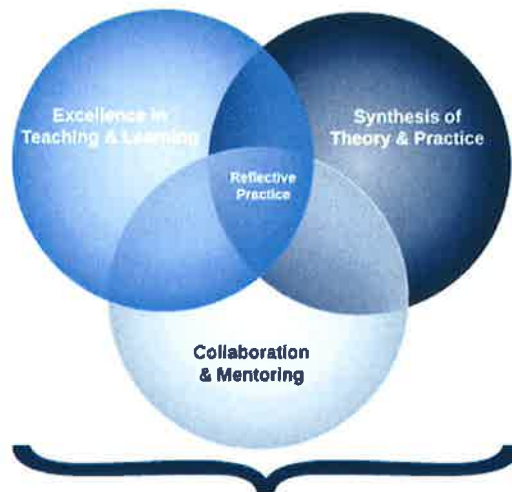
For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

### **Additional University of Maine Graduate School Policies**

Additional policies can be found [here](#).



## Conceptual Framework



**OUTCOME:**

Educational practices that are ***equitable, meaningful, and relevant***

**Note: The instructor reserves the right to make changes to the syllabus and course schedule as the class proceeds. If necessary, these changes will be announced in class or via email.**

**EAD 661**  
**Advanced Educational Supervision**  
**Spring 2020 Second Session Overview**

Class	Reading for Class	Assignments due at class
<p><b>Class 1</b></p> <p>Thursday, Mar 12<sup>th</sup>, 4:00 – 8:30</p> <p>Cohort Reconnection &amp; Course Overview</p> <p>Discuss overview of course</p>	<p>Chapters 1 and 25 from Zepeda and Ponticell (Eds.) (2019)</p> <p>Glanz and Hazi (2019) Shedding Light on the Phenomenon of Supervision</p> <p>Traveling Incognito: A Field's Struggles for Visibility</p>	
<p><b>Class 2</b></p> <p>Thursday, Mar 19<sup>th</sup>, 4:00 – 8:30</p> <p>Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss readings</p>	<p>Chapter 1 from Robinson and Schroeder (2006)</p> <p>Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)</p> <p>Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD)</p>	<p>Two Individual Analyses and Review of Supervision</p> <p>One Team Analysis and Review of Supervision</p>
<p><b>Class 3</b></p> <p>Thursday, Mar 26<sup>th</sup>, 4:00 – 8:30</p> <p>Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss readings</p>	<p>Chapters 2 and 3 from Robinson and Schroeder (2006)</p> <p>Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)</p> <p>Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD)</p>	<p>Two Individual Analyses and Review of Supervision</p> <p>One Team Analysis and Review of Supervision</p>
<p><b>Class 4</b></p> <p>Thursday, Apr 2<sup>nd</sup>, 4:00 – 8:30</p> <p>Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss</p>	<p>Chapters 4 and 5 from Robinson and Schroeder (2006)</p> <p>Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)</p>	<p>Two Individual Analyses and Review of Supervision</p> <p>One Team Analysis and Review of Supervision</p>

readings	Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD)	
<b>Class 5</b> Thursday, Apr 9 <sup>th</sup> , 4:00 – 8:30  Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss readings	Chapters 6 and 7 from Robinson and Schroeder (2006)  Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)  Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD) Chapter 15 & 16 from Salkind (2014)	Two Individual Analyses and Review of Supervision  One Team Analysis and Review of Supervision
<b>Class 6</b> Thursday, Apr 16 <sup>th</sup> , 4:00 – 8:30  Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss readings	Chapter 8 from Robinson and Schroeder (2006)  Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)  Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD)	Two Individual Analyses and Review of Supervision  One Team Analysis and Review of Supervision
<b>Class 7</b> Thursday, Apr 30 <sup>th</sup> , 4:00 – 8:30  Presentation of two Individual Analyses of Supervision, Presentation of one Team Analysis of Supervision, and discuss readings	Skim the two chapters in Zepeda and Ponticell (Eds.) (2019) that are being presented for Individual Analysis (TBD)  Skim the one chapter in Zepeda and Ponticell (Eds.) (2019) that is being presented for Team Analysis (TBD)	Two Individual Analyses and Review of Supervision  One Team Analysis and Review of Supervision
<b>Class 8</b> Monday, May 7 <sup>th</sup>  Organization Transformation Stand and Deliver		Organization Transformation Stand and Deliver, Analysis of Supervision in Practice due May 11 <sup>th</sup>

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

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

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

GRADUATE PROGRAM/UNIT Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 660 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE The Adult Learner in PK-12 Education

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

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

\_\_\_\_\_  
College Dean(s)

\_\_\_\_\_  
**Graduate School** [sign and date]

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

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

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

The Adult Learner in PK-12 Education is designed to expand students' thinking, knowledge, and interpersonal skills about various theories and practices about motivating adult learners in PK-12 school buildings and districts. Emphasis will be placed on preparing educational leadership students to use apply andragogy theories and frameworks as they consider their problem of practice and their eventual dissertation. Prerequisites: Enrollment by permission. This is a 3 credit course.

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:

Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: SAGE. ISBN: 978-1412950718

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood (3rd Ed.)*. San Francisco: John-Wiley. ISBN: 978-0787975883

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

Dr. Richard Ackerman, Professor in Educational Leadership, 3-3 teaching load

Reason for new course:

We have reestablished our EdD program, a professional degree that focuses on producing scholarly practitioners who are capable of closing the theory-practice gap in educational leadership. To accomplish these goals, we are offering two eight-week courses each semester as an intensive program of study for our educational leadership students. This course will meet the scheduling needs of the EdD program, but it will also allow EdD students to consider first hand how adult learning theory and andragogy can be applied to PK-12 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.

There are no other departments affected by this course development as there are no course overlaps with adult learning in a PK-12 setting. Higher Education might have an adult learner course but it is not focused on the PK-12 needs of teachers and school leaders. While no departments or programs have been affected, departments and programs will be aware of the development of this course through the COEHD Graduate Advisory Council (GAC). Additionally, this course development is required as currently there are no other eight-week EdD courses being taught.

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 every four years as part of the EdD cohort program, which supports 12-15 EdD students.



**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.

**EAD 660 The Adult Learner in PK-12 Education**  
**Spring 2020 First Session (1/9-3/5)**  
**159 Shibles**  
**Thursday, 4:00 PM – 8:30 PM**

Richard Ackerman, EdD  
332 Merrill Hall  
[richard.ackerman@maine.edu](mailto:richard.ackerman@maine.edu)

Cell Phone: (207) 669-5595  
Office phone: (207) 581-3170

**General Description**

*The Adult Learner in PK-12 Settings* is designed to extend and refine students' thinking, experience, and knowledge about theories of adult learning, motivation factors and development cycles of adult learners, and how these andragogical theories can be applied in practice.

**Purpose**

This course focuses on the study and application of adult learning theories and principles. The course is intended to deepen students' understanding of application in theory and practice. The design and requirements of the course, in addition to the instructional strategies related to adult learning, help to achieve these purposes. By the end of the course, students will be able to:

1. Explore the psychological and sociological factors that make adult learners in PK-12 settings distinct.
2. Analyze and evaluate how the major theories of adult learning can be applied in practice by scholarly practitioners.
3. Interpret and distinguish how andragogical considerations should be applied to mobilizing adult learners in PK-12 settings.
4. Consider motivations for adult learning and how this relates to directing one's own learning.
5. Interpret and apply how adult learners fall on a continuum of learning factors and formats, specifically how developmental considerations can be applied to adult learners in PK-12 settings.



## **General Approach to Learning**

The 2020 Spring Semester First Session will go by quickly, and once again class members will be asked to dive deeply into her/his own problem of practice, as well as be an active participant in class. As a cohort, you will continue to learn side-by-side with your colleagues from throughout the state, and as such your group experience will depend on your ability to engage each other in thought-provoking in-class conversation. Attendance in the class is crucial, as is coming prepared having read each assigned reading and completed all prior out-of-class work. Written assignments will allow you to practice academic writing that will prepare you for your dissertation project, and as such are pertinent to your development as a scholarly-practitioner. Additionally, practicing delivering information verbally and through electronic platforms will help you hone your ability to communicate to practitioners, researchers, and policymakers about why your dissertation topic is important to address. As such, you will progress through this semester – and the upcoming semesters – by building your argument as to why your problem of practice is important, how the literature does (or does not) support your problem of practice, and the leadership that is required to address this problem in your educational system.

## **Attendance**

Attendance in any class is important, but especially in an eight week course. Class members are allowed one absence per eight week class. ANY ABSENCE beyond the one allowed absence will automatically drop a final grade by one letter grade. More than two absences will result in a C, which is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

## **Class Expectations**

EdD class members should expect to average 10 hours of work outside of class each week to complete assignments, group work, readings, and course requirements.

## **Required Text:**

Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: Sage: ISBN: 978-1412950718

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood* (3rd Ed.). San Francisco: John-Wiley. ISBN: 978-0787975883

## **Additional Readings:**

As assigned throughout the course.

**Class Sessions:**

Thursday, January 9<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, January 16<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, January 23<sup>rd</sup>, 4:00 PM – 8:30 PM  
Thursday, January 30<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, February 6<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, February 13<sup>th</sup>, 4:00 PM – 8:30 PM  
Thursday, February 27<sup>th</sup>, 4:00 PM – 8:30 PM  
Monday, March 5<sup>th</sup>, 4:00 PM – 8:30 PM

**NOTE:** Class members should fully expect to stay for the full four hour block. We will take several breaks during these timeslots, but class members should also bring food and beverages to make sure they are alert and engaged during each four hour class.

**Assignments**

ASSIGNMENT	DUE	POINTS
Learner Biography	1/19	10
Research Article Critique #1	1/26	10
Research Article Critique #2	2/2	10
Research Article Critique #3	2/9	10
Team Analysis	2/27	20
Analysis of Adult Learning in Practice	3/5	20
Class Attendance and Participation	ongoing	20
	TOTAL	100

## **Assignment Descriptions:**

### *Learner Biography*

- Class members will write a 3-4 page learner biography (excluding title page, references, appendices, etc.) in which you summarize an interview with an adult over the age of 25 about his or her learning experiences and learning preferences as an adult. The interview should last about an hour and should be guided by a theory (or set of theories) that serve as a conceptual framework to analyze the interview data. The purpose of this assignment is to explore how you can apply a conceptual framework of adult learning with real and contextual understanding to better understand how the person you interview has a unique history, personality, and approach to learning.

### *Research Article Critique #1, #2, & #3*

- EdD members will conduct three research critiques and summaries for three different articles or chapters that are selected on adult learning. Article critiques should be no more than 900-100 words (roughly three pages double-spaced, 12 point font, Times New Roman), with an additional page or two for references (in APA style). With each critique, class members are expected to deepen their understanding and argumentation of how adult learning theory applies to their own problem of practice, particularly what will be needed to lead and motivate a group of adults to use theory to improve upon practice.

### *Team Analysis*

- Class members will form teams after the third and final Research Article Critique has been delivered. EdD members will create these teams based on like-minded analysis, values, and beliefs about adult learning theory and andragogy. Then, using the plethora of information studied and presented on the theories of adult learning, teams of EdD members will create two products for class. One product will be to write a team paper where class members use information from the course to create an argument as to how and why adult learning theory is important to scholarly practitioners, keeping in mind the amount of evidence that is provided, and if the evidence is presented in such a way that it warrants the claim(s) being made. The second product will be to create a presentation, based on the team paper, which could be used in a professional presentation (faculty meeting, district meeting, professional conference, etc.).

### *Analysis of Adult Learning in Practice Statement*

- Class members will write an analysis of adult learning in practice statement about their problem of practice, specifically, is influenced by various adult learning theories. EdD members should select 3-5 ideas, theories, or conceptual frameworks that are meaningful to their work and problem of practice. Using these, class members should analyze who they anticipate using andragogical considerations as they address their problem of practice. This assignment should

be about 1200-1300 words (roughly four pages double-spaced, 12 point font, Times New Roman), with an additional page or two for references (in APA style). Class members also will be expected to CREATE AN ALTERNATIVE OUTLET that can be shared as a URL, shared via social media, proposal to update a district policy, submitted as an Op-Ed, or disseminated in some other manner (you can choose not to share publically, but you must be able to share with your instructor). This assignment is two-fold: 1) Class members write their 1200-1300 word Analysis of Adult Learning in Practice Statement; and 2) a creative application of the knowledge (i.e., a video, a PSA, a TED Talk-like video, Op-Ed, formal policy proposal, etc.) that increases your ability to creatively apply yourself as a scholarly practitioner.

### **Grading Scale**

The grading scale for this course is based on a percentage of points earned out of total points offered, and follows the grade scale given below:

A	100-90	C	79-70	F	59 and below
B	89-80	D	69-60		

A grade of a C is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

### **Missed Assignments/Make-Up Policy**

Assignments are due by the start of class on the due date. Late work will be accepted with a credit deduction of 10% for each day each assignment is late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the due date to ensure full credit. Please see me individually if you have special concerns or circumstances.

### **Confidentiality within the Context of the Course**

All of us are aware of the importance to school people and to the successful operation of schools of the use of sensitive information outside of the school. Therefore, I ask that we respect several levels of confidentiality. Information and experiences to which we will be privy can be categorized as follows:

- a) information which may be shared in papers, anecdotes, and conversations with me;
- b) information, which may be discussed in teams and in class presentations.

Appropriate treatment of the confidentiality of material rests, ultimately, with our good judgment.

## **College of Education and Human Development Policy on Incomplete Grades in Graduate Classes**

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

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

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

### **Attendance and Participation**

The course design is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and group work but it is designed to include a great deal of student work as well. **Class sessions will be held each Thursday evening from 4:00 PM until 8:30 PM for the duration of the semester unless otherwise noted on the class schedule.**

Class member must be well prepared for each class session, having

- (a) read the text chapter(s) and readings assigned
- (b) completed assignments

Constructive participation in the class members sessions, through written feedback, and other activities is expected. Class members are expected to:

- (a) contribute interesting, insightful comments
- (b) present examples of concepts relevant to discussion topics
- (c) paraphrase and build on comments of others
- (d) raise good questions
- (e) listen and respond appropriately to others

*Positive participation:* The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, and are connected to both the readings and the student's relevant outside experiences. Student reads the text and is

prepared with notations to contribute.

*Negative participation:* The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

*Cooperative activities:* Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry-based, real life scenarios.

Attendance is required for all classes unless the student contacts the instructor prior to the start of class. Class members who miss more than one excused class will lose participation points. Additionally, class members who miss a class due to an excused absence will have a make-up assignment assigned at the instructor's discretion. The make-up work is due within one week of the missed class.

All written assignments will adhere to the Publication Manual of the American Psychological Association (APA)-6<sup>th</sup> Edition

#### **Instructor's Role/Responsibility**

- behave in a manner that values each individual
- make decisions based on our program objectives
- model our beliefs
- practice active listening
- take time to celebrate our successes and those of others
- place priority on building positive relationships
- value individual differences
- respond to email within two weekdays

#### **Student's Role/Expectations**

- attend all class sessions (**see attendance and participation**)
- actively participate in discussions and activities (**see attendance and participation**)
- read texts and handouts as assigned prior to, during, and after classes, and come to class having completed pre-reading assignments (**see attendance and participation**)
- turn in assignments on time (**see missed assignments and make-up policy**)
- actively check UMaine email accounts to stay updated on communication from instructor

#### **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.

### **Academic Honesty**

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

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

### **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: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.**

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

*For support services on campus:* **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/>

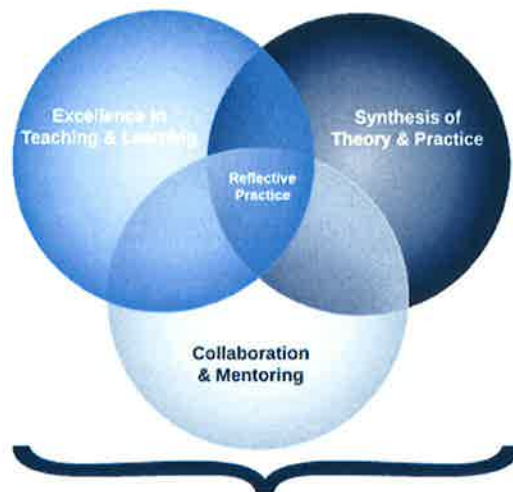
### **Additional University of Maine Graduate School Policies**

Additional policies can be found [here](#).





## Conceptual Framework



**OUTCOME:**

Educational practices that are ***equitable, meaningful, and relevant***

**Note: The instructor reserves the right to make changes to the syllabus and course schedule as the class proceeds. If necessary, these changes will be announced in class or via email.**

**EAD 660**  
**The Adult Learner in PK-12 Education**  
**Spring 2020 First Session Overview**

<b>Class</b>	<b>Reading for Class</b>	<b>Assignments due at class</b>
<b>Class 1</b> Thursday, Jan 9 <sup>th</sup> , 4:00 – 8:30 Cohort Reconnection & Course Overview Discuss overview of course	Chapter 1 from Drago-Severson (2009) Chapter 1 from Merriam et al. (2007)	
<b>Class 2</b> Thursday, Jan 16 <sup>th</sup> , 4:00 – 8:30 Adult Learning and the Environment	Chapter 2 from Drago-Severson (2009) Chapters 2 and 3 from Merriam et al. (2007)	Learner Biography (due 1/19)
<b>Class 3</b> Thursday, Jan 23 <sup>rd</sup> , 4:00 – 8:30 Adults Growing and Transforming as Individuals and Within Systems	Chapter 3 from Drago-Severson (2009) Chapter 6 from Merriam et al. (2007)	Research Article Critique #1 (due 1/26)
<b>Class 4</b> Thursday, Jan 30 <sup>th</sup> , 4:00 – 8:30 Learning and Leading Together and through Experience	Chapter 4 from Drago-Severson (2009) Chapters 4 and 7 from Merriam et al. (2007)	Research Article Critique #2 (due 2/2)
<b>Class 5</b> Thursday, Feb 6 <sup>th</sup> , 4:00 – 8:30 Encouraging Reflection through Dialogue and Critical Perspectives	Chapter 5 from Drago-Severson (2009) Chapter 10 from Merriam et al. (2007)	Research Article Critique #3 (due 2/9)
<b>Class 6</b> Thursday, Feb 13 <sup>th</sup> , 4:00 – 8:30 Leveraging Relationships to Help Foster Growth and Support Adult Development	Chapter 6 from Drago-Severson (2009) Chapters 11 and 12 from Merriam et al. (2007)	

<p><b>Class 7</b> Thursday, Feb 27<sup>th</sup>, 4:00 – 8:30 Providing Hope to Lead and Learn in Challenging PK-12 Settings</p>	<p>Chapter 8 from Drago- Severson (2009)  Chapters 8 and 16 from Merriam et al. (2007)</p>	<p>Team Analysis and Presentation</p>
<p><b>Class 8</b> Monday, Mar 5<sup>th</sup>  Presentation of Adult Learning in Practice</p>		<p>Analysis of Adult Learning in Practice</p>

**Note: The instructor reserves the right to make changes to the syllabus and course schedule as the class proceeds. If necessary, these changes will be announced in class or via email.**



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

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

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

GRADUATE PROGRAM/UNIT COEHD - SLT - Special Education  
COURSE DESIGNATOR SED COURSE NUMBER 564 EFFECTIVE SEMESTER Summer 2019  
COURSE TITLE Universal Design for Learning in PreK-12 - Classrooms

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

Deborah Rooks-Ellis

Digitally signed by Deborah Rooks-Ellis  
DN: cn=Deborah Rooks-Ellis, ou=University of Maine, ou=maine@deborah.rooks@maine.edu, c=US  
(date=2019.03.01 08:46:25 -0500)

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

Sherril Neek March 8, 2019

**College Dean(s)**

Jamie [Signature]  
Dorothy [Signature]

**Graduate School (sign and date)**

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

**SECTION 2 (FOR COURSE MODIFICATIONS)**

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

SED 564 Universal Design for Learning in PreK-12 Classrooms.  
This course will acquaint PreK-12 educators with principles, theories, research, and policies related to Universal Design for Learning (UDL). The course will examine the historical roots and policies related to UDL, neuropsychological and sociological theories driving UDL, core components of UDL, application of UDL within various content areas (e.g., reading, mathematics, social studies, science), and systems issues related to meeting the diverse needs of students. 3 credits, SED 302, SED 402, SED 500, or permission

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

SED 564 Assistive Technology and Universal Design for Learning in PreK-12 Classrooms.  
This course will acquaint PreK-12 educators with principles, theories, research, and policies related to Universal Design for Learning (UDL) as Assistive Technology (AT). The course will examine the historical roots and policies related to UDL and AT, core components of UDL and AT, application of UDL and AT within various content areas (e.g., reading, mathematics, social studies, science), and systems issues related to meeting the diverse needs of students. 3 credits

Reason for course modification:

Course currently includes assistive technology (AT) and resources. By adding AT to the title and description, the content of the course is better described to students. We are removing the prerequisites because it is not necessary to have a background in special education to enroll in this course. The course is also taken by students in other disciplines (e.g., IT, CA&I).

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

[Empty box for Reason for Elimination]

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [graduate@malne.edu](mailto:graduate@malne.edu). Please include in the subject line 'Course Proposal' and the course designator and number.



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

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

GRADUATE PROGRAM/UNIT COEHD - SLT - Special Education

COURSE DESIGNATOR SED COURSE NUMBER 585 EFFECTIVE SEMESTER summer 2019

COURSE TITLE Communication for Students with Autism Spectrum Disorder

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

**Deborah Rooks-Ellis** Digitally signed by Deborah Rooks-Ellis  
DN: cn=Deborah Rooks-Ellis, o=University of Maine, ou,  
email=deborah.rooks@maine.edu, c=US  
Date: 2019.03.03 08:56:04 -05'00'

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

*Sherril Weick* *March 8, 2019*

**College Dean(s)**

*James [Signature]*  
*Jessie [Signature]*  
**Graduate School** (sign and date)

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

**SECTION 2 (FOR COURSE MODIFICATIONS)**

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

SED 585 Communication for Students with Autism Spectrum Disorders  
This course examines communication, including an overview of typical communication and language development, the difference in autism speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of communication abilities to identify supports that match the individual's learning style. Students learn strategies to collaborate with teachers, family members and related professionals to increase communication. Using a combination of observation, practice sessions, lecture and project-based learning, students apply their knowledge of communication and supports across the autism spectrum. 3 credits, prerequisite SED 528

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

SED 585 Autism and Social Communication  
This course examines social communication, including an overview of typical social communication and atypical social communication development in autism, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of social communication abilities to identify supports that match the individual's learning needs. Students learn strategies to collaborate with teachers, family members and related professionals to increase social skills and social communication. Using a combination of observation, practice sessions, lecture and project-based learning, students apply their knowledge of social communication and supports across the autism spectrum. 3 credits, prerequisite SED 528

Reason for course modification:

New title reflects current DSM V Diagnosis. The word "social" is added to the description to match the title change. Words highlighted in bold are changes to the current description for reference.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

[Empty box for Reason for Elimination]

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



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

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

GRADUATE PROGRAM/UNIT M.Ed. in Curriculum, Assessment, and Instruction

COURSE DESIGNATOR EHD COURSE NUMBER 544 EFFECTIVE SEMESTER Fall 2019

COURSE TITLE Mentoring, Supervision, and Teacher Development

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

*Eric Pandiscio*

Eric Pandiscio, CA&I Program Coordinator

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

*Sherrill Keck*

March 8, 2019

College Dean(s)

*Jane [Signature]*

Graduate School (sign and date)

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



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

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

EHD 544: Mentoring, Supervision, and Teacher Development. There are no prerequisites for this course. 3 credit hours.

This course seeks to help practicing teachers develop the skills necessary to support the development of their colleagues. The course examines processes and trajectories of teacher development, explores frameworks for understanding teacher knowledge and teacher capacity, and investigates approaches for supporting teacher development through mentoring and supervision. This course will help practicing teachers develop the knowledge and skills they need to be effective cooperating teachers, new teacher mentors, department chairs, or instructional coaches.

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:

Feiman-Nemser. (2012). Teachers as Learners; Course Readings online

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

Rebecca Buchanan, Assistant Professor, 2/2

Reason for new course:

We are adding a concentration in Teacher Leadership in our M.Ed. program. This will be the first course in a three course sequence focused on teacher leadership. This course emphasizes supporting teacher learning, specifically in 1:1 settings. It will provide teachers with the understanding and skills to support the development of other educators through mentoring relationships. It will help teacher who wish to stay in the classroom develop teacher leadership skills that will support their work at their school and in the profession more broadly. This is an ideal course for new teacher mentors, cooperating teachers, department chairs, instructional coaches, and other informal school leaders. The next course will investigate teacher leadership in the school and community. The final course explores critical theory and its connection to transformative teacher leadership.

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?

Once a year



**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.

## Mentoring, Supervision, and Teacher Development

**Instructor:** Dr. Rebecca Buchanan (she, her, hers)

**Telephone:** 207 581-2462

**Email:** Rebecca.buchanan@maine.edu

**Office:** Shibles 329

**Format:** Online

### **Course Overview:**

This course is part of a concentration in teacher leadership, and seeks to help practicing teachers develop the skills necessary to support the development of their colleagues. The course examines processes and trajectories of teacher development, explores frameworks for understanding teacher knowledge and teacher capacity, and investigates approaches for supporting teacher development through mentoring and supervision. This course will help practicing teachers develop the knowledge and skills they need to be effective cooperating teachers, new teacher mentors, department chairs, or instructional coaches.

### **Course Goals**

- Engage in critical thinking as an analytical tool for developing our teaching
- Inquire into our own knowledge and use inquiry to develop new understandings and skills
- Develop new understandings of how teachers learn
- Develop mentoring and supervision techniques to support the learning of other teachers

### **Guiding Questions**

- How do teachers learn?
- What is the relationship between context, identity, and development?
- How do I support the development of other teachers?

### **Required Texts**



**Instructional Materials and Methods**

Blackboard: As an online course, course material, discussion board conversations, and assignments will all occur through participation on Blackboard.

Zoom: There may be 1 or 2 synchronous zoom sessions per semester

Additional course readings will be available on Blackboard

**Course Assignments**

<b>All assignments must be submitted to Bbd.</b>	
<b>#1: My teaching trajectory:</b> You will create an essay and visual representation that maps your own teaching trajectory. It will identify major influencers, motivators, and peak and valley moments. You will analyze your own map within the essay using one or more of the development trajectories presented in class.	15 points
<b>#2: Online Discussion Board (Reading Reflections):</b> You will participate in a weekly online discussion board by posting your reflections on assigned weekly readings and course content. Your reflections should respond to the questions that are posted for the readings and might relate your experiences to the concepts and strategies discussed in the readings. The discussion board will have a collaborative nature, and in that, you will also be responsible for leaving threads to other students' posts (at least 3).	30 points
<b>#3: Mentoring Inquiry Project:</b> This is the major project for the course. It requires you to work with a colleague to support their learning. This can occur in informal ways, but you will need to retrain your attention to his/her development. The project contains multiple parts:  <ul style="list-style-type: none"><li>1. Designing the inquiry project<ul style="list-style-type: none"><li>a. Conducting additional research on mentoring techniques</li><li>b. Selecting multiple approaches to try out</li></ul></li><li>2. Keeping a teacher educator journal<ul style="list-style-type: none"><li>a. Trying out the approaches</li><li>b. Changing and revising tactics</li></ul></li><li>3. A write up of your learnings from the investigations</li></ul>	30 points
<b>#4: Unpacking my Own Tacit Knowledge:</b> As part of your teacher educator journal for your mentoring inquiry project, you will likely identify tacit knowledge that needs to be made explicit. This essay is an expansion of one of those reflective lines, where you will select a piece of your own expertise and unpack its underlying theory, where and how you developed that theory, and ways that you have refined it through practice.	15 points
<b>#5: Critical Inquiry Presentation:</b> You will create an audio-visual presentation of your inquiry project to share with other members of the class through blackboard. This presentation will outline your inquiry methodology, approaches you worked with, and learnings on teacher development you gleaned	10 points

## PROPOSED WEEKLY SCHEDULE

This course is intended to be responsive to student needs and interests. As such this is a draft schedule that may be updated over the course of the semester.

	Topic	Readings	Assignments
Part 1: Teacher Development	1. Introductions Teaching Trajectories	Feiman-Nemser Introduction and Ch 1	My Teaching Trajectory
	2. Teaching Trajectories	Olsen, Ch 1 Huberman – Lives of Teachers	
	3. Teacher Preparation Progressions	Feiman-Nemser Ch 2 and 3	
	4. Holistic Perspectives on Teacher Learning	Olsen Ch. 2 Vermunt, Vrikkli, Warwick & Mercer	
Part 2: Critical Inquiry	5. Inquiring into my own practice as a teacher educator	Coachran-Smith	
	6. Teacher Theorizing	Ertas and Irgen	
	7. Designing an Inquiry Project		Design a Mentoring Inquiry Project
Part 3: Mentoring and Supervision	8. Tacit and Explicit Knowledge	Loughran Chapter 3 and 4	Unpacking my Tacit Own Knowledge
	9. Models for Mentoring	Loughran Chapter 6 Feiman-Nemser Ch 8	
	10. Supporting Novice Teachers	Feiman-Nemser Ch 9 Smith & Avetsian	
	11. Supporting Holistic Development	Trout Waite & Duncan	
	12. Giving Feedback		
	13. Lesson Study		
	14. Sharing Inquiry Projects		
	15. Reflection and Evaluation		

### Grading Policy

98-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-97 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			59 and under = F

## UNIVERSITY POLICIES

### ***Disruption of Normal Class Activity Policy***

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

### ***Accommodations***

If you have a disability for which you may be requesting an accommodation please contact Ann Smith at 581- 2319, as early as possible in the term. I need to receive documentation from Ann Smith, at minimum, one week before any scheduled exam so that testing arrangements can be made. It is your responsibility to ensure that the appropriate documentation is received in time so that the necessary arrangements can be made. If I do not receive documentation supporting the accommodation request in time you will be required to complete the exam in class at the designated time.

### ***Confidentiality Statement***

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

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

### ***Academic Honesty***

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

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

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

### ***Incomplete Grades***

I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

### ***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/>

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

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

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

### ***Observation of Religious Holidays and Events and the Academic Calendar***

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