CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 1, 2022 and is recommending the following courses to the Graduate Board for approval at its March 24th meeting.

New Courses:

EDT 574 Computational Thinking for Early Childhood and Elementary

EDT 575 Integrating Computational Thinking for Middle and High School

EMA 505 Mathematics methods for Secondary Teachers

PAX 590 Special Topics in Peace and Reconciliation Studies

PAX 699 Masters Project

Modifications:

EDT 580 Summer Technology Institute

EDT 657 Educational Practicum

FSN 542 Sustainability, Nutrition and Health

THE UNIVERSITY OF MAINE Graduate School

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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EDT 574 **Effective Semester:** Summer 2022

Course Title: Computational Thinking for Early Childhood and Elementary

Course Type: New Course

Proposed Catalog Description:

This course is designed for students to understand and apply theoretical concepts of computational thinking (CT) for technology integration into early learning and elementary classrooms. The course begins with pre-computational thinking concepts and how to introduce them to early learners. Students will progress to computational thinking concepts as they build an understanding from early learners to elementary aged learners. This course develops students' understanding in evaluating and integrating CT using technology into early learning and elementary curriculum, instruction, and assessment with an emphasis on low to high education technology tools.

Course Prerequisites: Graduate standing or permission of the instructor

Credit Hours: 3 **Component:** Lecture

Cross-Listed Course:

Text(s) Planned for Use:

ISTE. (2018). Computational Thinking Meets Student Learning. ISTE.

Papert, S. (2020). Mindstorms. Basic Books.

Course Instructor: Donna Karno, PhD Professor, Early Childhood Education UMF 12 credits/12 credits

Reason for new course:

This proposed course is designed to be part of the Computational Thinking for Educators Certificate program. The course will be an elective for students in the MeD Instructional Technology Program.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

None

Course Frequency: Every Summer - the course will be a summer overload for Donna Karno.

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

DLL: mlarocque@maine.edu Approved **Date:** 02/03/22

_____

Graduate School **Date**

Course: EDT 574

Credits: 3

Course Title: Computational Thinking for Early Childhood and Elementary

Course Description:
This course is designed for students to understand and apply theoretical concepts of computational thinking (CT) for technology integration into early learning and elementary classrooms. The course begins with pre-computational thinking concepts and how to introduce them to early learners. Students will progress to computational thinking concepts as they build an understanding from early learners to elementary aged learners. This course develops students' understanding in evaluating and integrating CT using technology into early learning and elementary curriculum, instruction, and assessment with an emphasis on low to high education technology tools.

Prerequisites: None

Date Approved for 680 Endorsement: *To Be Determined*

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

Course Essential Questions

MEd in Instructional Technology Essential Questions	Domain	EDT Course-Based Essential Questions
How do educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	Learning Environments	How might we apply Constructionism Theory with a developmental approach to computational thinking?
How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	Teaching and Learning	How might we use technology to design culturally responsive computing for our early learners and elementary students?
How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	Digital Citizenship	How might we ensure that educators and learners practice ethical, legal and safe use of technology as we demonstrate the ability to apply ISTE-S CT Standards for early learners and elementary students

How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	Professional Practice	How might we use our understanding of pedagogy and developmentally appropriateness of different CT tools for early learners and elementary students?
How can educators align vision, implementation, and practice to foster learning enhanced by technology?	Leadership	How might we act as media mentors to our early childhood and elementary colleagues?
All		How might we use the latest research, personal experiences, and a professional networks to collaborate and model a growth mindset as we consider computational thinking development in early learners and elementary students

Student Learning Outcomes:

Learning Environments	1	Articulate a personal philosophy of educational practice that demonstrates awareness of educational psychology, cognitive principles, conceptual models for computational thinking, and learning theory
Teaching and Learning	2	Demonstrate fluency with computational thinking applications as a cross-curricular skill within an inclusive and diverse culture
	3	Plan for educational experience (of K-12 students or adults learners) that demonstrates the ability to use educational technology, sound educational philosophy, and plan for local context
Digital Citizenship	4	List filters for considering new educational tools that demonstrate awareness of ethical, legal, and safety implications of educational technology
Professional Practice	5	Articulate the difference between andragogy and pedagogy
Leadership	6	Through various modalities engage in reflective practice and goal setting
All	7	Read and synthesize literature and research on computational thinking to support personal experiences and deepen conceptual knowledge
	8	Engage with peers and professional learning networks through a variety of modalities to lead and contribute to discussions on computational thinking to support deeper reasoning

How does the course explore the central questions?

Question	**Depth of Engagement** 0=not at all 1= introduction 2=moderate 3==extensive
Learning Environments: How do educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	**3**

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

Computational Thinking

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

Potential Other Topics

Collecting and Creating Data	Geo-Spatial	**1**
Analysis and	Geographic Information Systems	**1**

Presentation	Statistics	**0**
	Textual analysis Stats Plugin	**0**

Potential Course Outline

Module	Example Topics
Module One: Connecting Constructionism Theory with Computational Thinking	Analysis of Constructionism Theory and computational thinking when applied to early learners and elementary students
	Examining Constructionism Theory and Papert's theoretical influence on CT
	Analyze Computational Thinking concepts for Early Learners and Elementary Students through a developmental lens. For example, how does understanding of CT concepts develop from unplugged floor pathways and screenless robotics to coding with apps and screen-based robotics
Module Two	Computational Thinking in Early Learning to Elementary Classrooms
	Examining CT concepts and their application in Early Childhood classrooms
	Examining CT concepts and their application in Elementary classrooms
Module Three	Computational Thinking Assessment; Developing into a CT Mentor
	Developing CT assessments - formative and summative
	Developing approaches to becoming a CT Mentor through peer collaboration

Potential Instructional Materials:

ISTE. (2018). *Computational Thinking Meets Student Learning*. ISTE.
(This book will be available on Brightspace)

Elkin, M., Sullivan, A., & Bers, M. U. (2016). Programming

with the KIBO Robotics Kit in Preschool Classrooms. *Computers in the Schools 33*(3) 169-186. DOI: 10.1080/07380569.2016.1216251

Mejias, M., Jean-Pierre, K., Burge, L., & Washington, G. (2018). Culturally Relevant CS Pedagogy-Theory & Practice. *Research on Equity and Sustained Participation in Engineering, Computing, and Technology Conference*. doi: 10.1109/RESPECT.2018.8491699.

Papert, S. (2020). *Mindstorms.* Basic Books.

Rich, K. M., Yadov, A., & Larimor, R. A. (2020). Teacher implementation profiles for integrating computational thinking into elementary mathematics & science instruction. *Education and Information Technologies 25,* 3161-3188.

Solomon, C., Harvey, B., Kahn, K., Lieberman, H., Miller, ML, Minsky, M., et al. (2020). History of Logo. *Proceedings of the ACM on Programming Languages*, 4(HOPL), 1-66. http://dx.doi.org/10.1145/3386329 Retrieved from https://escholarship.org/uc/item/1623m1p3

Yadov, A., Larimor, R., Rich, K., & Schwarz C. (2019). Integrating computational thinking in elementary classrooms. In *Proceedings of Society for Information Technology & Teacher Education International Conference* 2019. Chesapeake, VA: AACE

Websites found in Modules:

Code

Early Coding and Computational Thinking

Code with Google

Potential Activities and Assignments:

Padlet Community (10 points each, 30 points possible)

Padlet is used for classroom blogging as we connect with one another through discussion.

Jamboard Thought Sessions (40 points)

This assignment envelopes “formal” coursework with Jamboard Thought Sessions. In Brightspace, for three weeks there will be a Jamboard Thought Sessions link. I will provide discussion prompts on Seymore Papert’s Constructionism Theory and ISTE’s book “Computational Thinking Meets Student Learning”.

Early Learners to Elementary Assignment (40 points)_____

_____This assignment will involve designing two culturally responsive computational thinking activities: the first will be for an early learning classroom, and the second CT activity that provides a learning continuum from the first activity for elementary students. Possible CT activities include (but not limited to) unplugged floor pathway activities, coding with apps, physical computing (i.e. robotics, circuits) and fabrication (3D printing).

CT Assessment Assignment (20 points)

This assignment will involve students in developing formative assessment methods that can be used with early learners and elementary students.

CT Resource (20 points)

This assignment offers students in this course an opportunity to build a shared CT resource center (using Wakelet) that includes books, tools, and websites.

Grading and Course Expectations:

Grading

Padlet Community Discussions (10 pts each Module)	30
Jamboard Thought Sessions	40
Early Learners to Elementary Assignment	40
CT Assessment Assignment	20
CT Resource	20
Total Points	150 points

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

University of Maine Policies

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314

- **Students Accessibility Services Statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr. Karno) privately as soon as possible
- **Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.
- **Observance of Religious Holidays/Events:** The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.
- **Sexual Discrimination Reporting**
    - The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services 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*: Title IX Student Services: 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

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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EDT 575 **Effective Semester:** Summer 2022

Course Title: Integrating Computational Thinking for Middle and High School

Course Type: New Course

Proposed Catalog Description:
This course is designed for students to understand and apply theoretical concepts of computational thinking (CT) for technology integration into middle school and high school classrooms. The course begins with computational thinking concepts and how to introduce them to middle school and high school learners. Students will progress to computational thinking concepts as they build an understanding from middle school to high school aged learners. This will include the developmental, disciplinary, and instructional pedagogical needs of the two different groups of learners. This course develops students' understanding in evaluating and integrating CT using technology into middle school and high school curriculum, instruction, and assessment with an emphasis on low to high education technology tools.

Course Prerequisites: Graduate Standing or permission of the instructor

Credit Hours: 3 **Component:** Lecture

Cross-Listed Course:

Text(s) Planned for Use:
Hunsaker, Enoch (2018). Computational Thinking https://edtechbooks.org/k12handbook/computational_thinking/simple (This book will be available on Brightspace). International Journal of Computer Science Education in Schools https://www.ijcses.org/index.php/ijcses. Nine Policy Ideas to Make Computer Science Fundamental to K–12 Education https://code.org/files/Making_CS_Fundamental.pdf / https://code.org/advocacy/state-facts/ME.pdf (Maine)

Course Instructor: Sean Wasson Adjunct one course every spring

Reason for new course:
This proposed course is designed to be part of the Computational Thinking for Educators Certificate program. The course will be an elective for students in the MeD Instructional Technology Program.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
None

Course Frequency: Every Spring

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

DLL: mlarocque@maine.edu Approved **Date:** 02/03/22

_____

Graduate School **Date**

Course: EDT 575

Credits: 3

Course Title: Integrating Computational Thinking for Middle and High School

Course Description:
This course is designed for students to understand and apply theoretical concepts of computational thinking (CT) for technology integration into middle school and high school classrooms. The course begins with computational thinking concepts and how to introduce them to middle school and high school learners. Students will progress to computational thinking concepts as they build an understanding from middle school to high school aged learners. This will include the developmental, disciplinary, and instructional pedagogical needs of the two different groups of learners. This course develops students' understanding in evaluating and integrating CT using technology into middle school and high school curriculum, instruction, and assessment with an emphasis on low to high education technology tools.

Prerequisites: None

Date Approved for 680 Endorsement: *To Be Determined*

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

Course Essential Questions

MEd in Instructional Technology Essential Questions	Domain	EDT Course-Based Essential Questions
How do educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	Learning Environments	How might we apply Constructionism Theory with a developmental approach to computational thinking?
How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	Teaching and Learning	How might we use technology to design culturally responsive computing for our middle school and high school students?
How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	Digital Citizenship	How might we ensure that educators and learners practice ethical, legal and safe use of technology as we demonstrate the ability to apply ISTE-S CT and/or CSTA Standards for Students for middle school and high school students

How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	Professional Practice	How might we use our understanding of pedagogy and the developmental appropriateness of different CT tools for middle school and high school students?
How can educators align vision, implementation, and practice to foster learning enhanced by technology?	Leadership	How might we act as media mentors to our middle school and high school colleagues?
All		How might we use the latest research, personal experiences, and professional networks to collaborate and model a growth mindset as we consider computational thinking development in early learners and elementary students

Student Learning Outcomes:

Learning Environments	1	Articulate a personal philosophy of educational practice that demonstrates awareness of educational psychology, cognitive principles, conceptual models for computational thinking, and learning theory
Teaching and Learning	2	Demonstrate fluency with computational thinking applications as a cross-curricular skill within an inclusive and diverse culture
	3	Plan for educational experience (of K-12 students or adults learners) that demonstrates the ability to use educational technology, sound educational philosophy, and plan for local context
Digital Citizenship	4	List filters for considering new educational tools that demonstrate awareness of ethical, legal, and safety implications of educational technology
Professional Practice	5	Articulate the difference between andragogy and pedagogy
Leadership	6	Through various modalities engage in reflective practice and goal setting
All	7	Read and synthesize literature and research on computational thinking to support personal experiences and deepen conceptual knowledge
	8	Engage with peers and professional learning networks through a variety of modalities to lead and contribute to discussions on computational thinking to support deeper reasoning

How does the course explore the central questions?

Question	**Depth of Engagement** 0=not at all 1= introduction 2=moderate 3==extensive
Learning Environments: How do educators leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	**3**

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

Computational Thinking

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

Potential Other Topics

Collecting and Creating Data	Geo-Spatial	**1**
Analysis and	Geographic Information Systems	**1**

Presentation	Statistics	**0**
	Textual analysis Stats Plugin	**0**

Potential Course Outline

Module	Example Topics
Module One: Computational Thinking for Tweens and Teenagers	Analysis of Constructionism Theory and computational thinking when applied to middle school and high school students. Understanding the differences between these two groups when deconstructing a problem into smaller components to more easily solve
	Is there a consensus pathway of how computational thinking is going to look in classroom practices?
	Examining Constructionism Theory and Papert's theoretical influence on CT
Module Two	Computational Thinking in middle school to high school classrooms
Curriculum Exploration	What is the appropriate curriculum for middle school students and high school students?
	What are the pros and cons of the analytical and theoretical curriculum available to middle school and high school students?
Module Three	Computational Thinking Assessment; Developing into a CT Mentor
Compare and contrast Computer Science vs. Computer Literacy	Developing assessments - formative and summative. Computational Concepts can apply to both. But what are the differences?
Professional networks	Developing approaches to becoming a CT Mentor through peer collaboration
	● ● Computer Science Teachers Association ● ○ Maine Computer Science Teachers Association (CSTA Maine) ● ● International Society for Technology in Education ○ ○ Association of Computer Technology Educators of

	Maine (ACTEM) - Maine's ISTE Chapter ● ● Maine Technology Users Group (MTUG) ● ● Aspirations in Computing (NCWIT Aspirations) ● Maine Mathematics and Science Alliance ● ● Project Login ● ● Educate Maine
CS Standards	CSTA and ISTE standards. What are the differences between the two sets of standards? How do you know which standard to use?
Accounts	Please create teacher accounts (use your UMS campus as your school) on Code.org, CodeHS, and Google CS First.

Potential Instructional Materials:

Hunsaker, Enoch (2018). Computational Thinking
https://edtechbooks.org/k12handbook/computational_thinking/simple
(This book will be available on Brightspace)

International Journal of Computer Science Education in Schools

https://www.ijcses.org/index.php/ijcses

Nine Policy Ideas to Make Computer Science Fundamental to K–12 Education

https://code.org/files/Making_CS_Fundamental.pdf

https://code.org/advocacy/state-facts/ME.pdf (Maine)

Websites found in Modules:

Code.org:

CS Discoveries Units 3, 4, 5

CodeHS

Intro to Programming with Karel the Dog (JavaScript)

Intro to Python with Tracy the Turtle

Google CS First

CS First - Create Your Own Google Logo

CS First - Storytelling

Code for Life (It's British!)

Rapid Router (109 levels - from basic JavaScript to Python)

Standards for each of the Four:

ISTE for Students

CSTA Standards (Different for Middle School and High School)

*Depending on which level you are teaching can determine which standard to use.

Potential Activities and Assignments:

Padlet Community (10 points each, 30 points possible)

Padlet is used for classroom blogging as we connect with one another through discussion.

Middle School Learners to High School Learners Assignment (40 points)

This assignment will involve designing two culturally responsive computational thinking activities: the first will be for an early learning classroom and the second CT activity that provides a learning continuum from the first activity for middle school students.

CT Assessment Assignment (20 points)

This assignment will involve students in developing formative assessment methods that can be used with middle school and high school students.

CT Resource (20 points)

This assignment offers students in this course an opportunity to build a shared CT resource center (using Wakelet) that includes books, tools, and websites.

CT Project (50 points)

An original unit or set of 3 to 5 lessons designed around computational thinking, computer science, and an area of study. Standards to incorporate ISTE and/or CSTA, and the standards from that subject. Example: Science and NGSS.

Grading and Course Expectations:

Grading

Padlet Community Discussions (10 pts each Module)	30
Middle School and High School Assignment	40
CT Assessment Assignment	20
CT Resource	20
CT Project	50

Total Points	160 points

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

University of Maine Policies

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314

- **Students Accessibility Services Statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr. Karno) privately as soon as possible
- **Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.
- **Observance of Religious Holidays/Events:** The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.
- **Sexual Discrimination Reporting**
    - The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services 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*: Title IX Student Services: 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

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New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: EMA 505 **Effective Semester:** Fall 2022

Course Title: Mathematics Methods for Secondary Teachers

Course Type: New Course

Proposed Catalog Description:
EMA505 - Mathematics Methods for Secondary Teachers
Prerequisite: EHD504 or Permission from the instructor

This is a three (3) credit-hour course for prospective secondary mathematics teachers.
We will investigate the teaching of secondary mathematics from mathematical, philosophical, and practical perspectives. EMA 405 and EMA 505 can not both be taken for credit.

Course Prerequisites: EHD504 or instructor permission

Credit Hours: 3 **Component:** Lecture

Cross-Listed Course: EMA 405

Text(s) Planned for Use:
Measurement, by Paul Lockhart (2012; Belknap/Harvard University Press)

Course Instructor: Justin Dimmel, Assistant Professor of Mathematics Education and Instructional Technology,

Reason for new course:
Required class for the MAT program.
Captures required MAT coursework at the graduate level.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
Nono

Course Frequency: This course will be offered Fall semesters. This course will not result in overload or rearranging of teaching assignments. This course will be cross listed with EMA 405, which is already offered each Fall semester.

Can this course be repeated for credit? No

Total number of credits allowed: 3

Total number of completions allowed: 1

Can students enroll multiple times in a term? No

Mode of Instruction: Distance Synchronous Learning

Endorsements

Leader: shihfen.tu@maine.edu Approved **Date:** 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

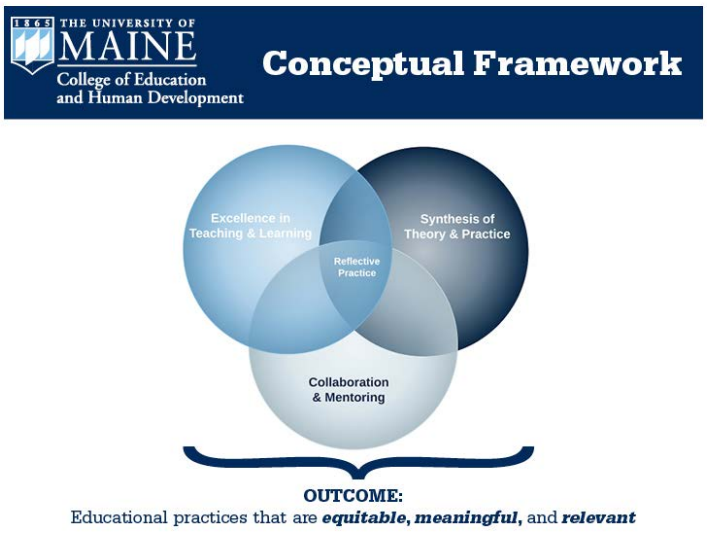
DLL: mlarocque@maine.edu Approved **Date:** 03/10/22

_____

Graduate School **Date**

EMA505/405:
Mathematics for Secondary Teachers

COEHD Mission statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's PK – 12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social, and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Through collaborations 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.



Conceptual Framework

Reflective Practice serves as the centerpiece of the conceptual framework and one of the COEHD's core principles for teacher preparation at the University of Maine. The reflective teacher is one who seriously acknowledges the complexity of the classroom-learning environment and seeks to understand how certain interrelated variables in their particular classroom setting affect student learning. The reflective teacher does this by *analyzing and evaluating* the effects specific *curriculum*, *instruction*, and *assessment practices* will have on their students. Through such analysis, the teacher will be able to create a learning environment that is most appropriate for their group of students.

Reflective practice serves as an overarching theme for the COEHD's teacher education preparation program. The other core principles, "Dedication to Teaching and Learning", "Synthesis of Theory and Practice", and "Collaboration and Mentoring", are developed in the COEHD's required professional courses. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society.

Professor: Justin Dimmel (justin.dimmel@maine.edu)

Time: Tuesdays, 4:00 PM – 6:50 PM

Zoom Link: https://tinyurl.com/ufyzr92w

Office Hours: By appointment

Catalog Description: This is a three (3) credit-hour course for prospective secondary mathematics teachers. We will investigate the teaching of secondary mathematics from mathematical, philosophical, and practical perspectives. Only one of EMA 405 or EMA 505 can be taken for credit.

Prerequisites: EHD 504 or instructor permission

Course Overview: *To teach math, we must know math*. This is not a statement about the factual or procedural knowledge of mathematics one acquires by taking mathematics classes. Rather, it is a statement about our relationship to *mathematical reality* – a place we explore by training our attention on what we find curious. As teachers of mathematics, we are ambassadors to mathematical reality. To faithfully discharge that duty requires each of us to know and love the work of *doing mathematics*. We expect teachers of art to be artistic and teachers of music to be musical. So, too, must teachers of mathematics be *mathematical.*

The purpose of this course is to cultivate your mathematical sensibility – to develop your own sense of what it means to have a *mathematical practice* that you will be excited to share with your students. We will do this by posing and solving *problems* about mathematical things – e.g., polygons, equations, functions, graphs. The problems we explore will provide opportunities to revisit the secondary mathematics curriculum and discover its mathematical charms.

We won't touch on every topic taught in grades 7 – 12. But we will explore fundamental mathematical ideas from geometry, algebra, and pre/calculus. At the end of the course, my hope is that your experiences wrestling with genuine problems, developing your own mathematical ideas, and working to represent those ideas in arguments that will be convincing to others will be a wellspring of mathematical power for you as you embark on your careers as mathematics teachers.

Knowledge of mathematics is not all that is needed to be an effective, inspiring teacher. However, being secure in one's knowledge of and experience with being mathematical is like a master key that helps to unlock all of the other skills of teaching. The challenges of classroom management are less daunting when one can design and facilitate engaging mathematical experiences. Spontaneous, open-ended discussions of mathematical ideas flow more naturally when teachers free themselves of the burden of knowing all the answers, all the time.

Over the course of the semester, you will have opportunities to rehearse and hone specific skills of mathematics teaching, such as explaining a concept, demonstrating a procedure, and managing group activities. These rehearsals will be framed by our work posing and solving problems. Teaching mathematics begins and ends with doing mathematics. I am excited to share in this work with you this semester.

Course Materials: Electronic versions of course materials will be provided on the course Brightspace (https://courses.maine.edu/d2l/home/173487).

Required texts: There are two required texts for the class:

(1) *Measurement,* by Paul Lockhart (2012; Belknap/Harvard University Press)
Note: The text is available as an e-textbook (https://tinyurl.com/y4dbfv24); however, I strongly recommend the paperback edition.

(2) A notebook -- e.g., a moleskine, a sketchbook, a composition book, a legal pad, etc. It could be anything that can function as a spacious, blank, comfortable canvas that will be a place for you to explore mathematical ideas.

Essential Questions: What is mathematics? What is learning? What is teaching? What does it mean to teach mathematics well? How do we know whether our teaching is effective? Who should learn mathematics, and, How much mathematics should anyone learn? What are our responsibilities as mathematics teachers?

Assignments:

1. **Readings (weekly):** We will read selections from *Measurement* and other writing about mathematics, teaching, and the nature of mathematical knowledge. Reading assignments will be posted to Brightspace.

2. **Field notes on mathematical reality (FNMR, weekly):** You will select and share excerpts from your notebook that document your problems-based explorations of mathematical reality.

3. **Mathematics activities (regularly):** These activities will provide a bridge from our more open-ended mathematical explorations to the more familiar subjects of school mathematics.

4. **Rehearsals and demonstrations (regularly):** You will rehearse and hone specific skills of mathematics teaching, through both live presentations during zoom meetings and by recording videos of yourself executing those skills.

5. **Activity design (monthly):** You will design mathematical learning activities that will be inspired by your explorations of mathematical reality and shaped by your emerging mathematical practice.

Course Grade: The course grade will be determined as follows:

40%: Presence and participation during weekly zoom meetings
60%: Assignments, weighted accordingly:
(1/9): reading assignments
(2/9): FNMR
(1/6): mathematics activities
(1/6): rehearsals/demonstrations
(1/3): activity design

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support: visit their office on the 3rd floor of the Memorial Union, or call 581-1406. Furthermore, please notify the professor if you are comfortable in doing so. This will enable your professor to provide any resources that they may possess.

Statement on COVID-19: The most important goal for each of us this semester is to preserve our health and wellbeing and the health and wellbeing of our family, friends, and loved ones. Please let me know if you have any special circumstances and notify me as soon as is reasonable if any situations arise for you that require more support from me or the university. I am committed to protecting your health and will do whatever is in my power to ensure that you have whatever you need to get through this semester.

Required additions to syllabus:

Please see: https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/ for additional information that is mandated by the University of Maine.

THE UNIVERSITY OF MAINE
Graduate School

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New Graduate Course Proposal

Academic Unit: Interdisciplinary Studies

Course Designator & Number: PAX 590 **Effective Semester:** Summer 2022

Course Title: Special Topics in Peace and Reconciliation Studies

Course Type: New Course

Proposed Catalog Description:
Review of specific subject areas in the field. Subject areas vary by semester. May be repeated for credit.

Course Prerequisites: None

Credit Hours: 3 **Component:** Lecture

Cross-Listed Course:

Text(s) Planned for Use:
Varies based on topic, Jordan B. Peterson, 12 Rules for Life.
Jordan B. Peterson, Beyond Order: 12 More Rules for Life.
Jim Proser, Savage Messiah: How Jordan B. Peterson is Saving the West.

Course Instructor: Dr. Jason Canniff, adjunct professor

Reason for new course:
Currently, we offer special topics classes under the PAX 598 Independent Graduate Study number because we don't have a special topics number. PAX needs a special topics number that allows faculty to offer new, innovative and vibrant courses for students to take.

This course will look at special topics related to the study of Peace and Reconciliation from one or more interdisciplinary perspectives. Specific topics vary by semester, and courses are often combined with other departments. Students may repeat this course if the specific topic is different each time.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):

No other academic units will be affected.

Course Frequency: Every semester. Offering this course will not result in overload salary payments.

Can this course be repeated for credit? Yes

Total number of credits allowed: 9

Total number of completions allowed: 3

Can students enroll multiple times in a term? Yes

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: julie.dellamattera@maine.edu Approved **Date:** 11/10/21

College CC Chair: rebecca.buchanan@maine.edu Approved **Date:** 11/12/21

College Dean: arthur.artesani@maine.edu Approved **Date:** 01/14/22

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

DLL: mlarocque@maine.edu Approved **Date:** 02/03/22

_____

Graduate School **Date**

PAX 590
The Public Intellectual: Jordan B. Peterson
Winter Session 2021-22
Instructor: Jason Canniff

When *The New York Times* declared Canadian clinical psychologist Dr Jordan B. Peterson "the most influential intellectual in the western world right now," they also breathed new life into "the public intellectual," a once revered vocation which seemingly grew out of fashion since the advent of the internet. Coined by Russel Jacoby in 1987, the term codified a style of public engagement, theoretically going back to ancient times, where academics would address ongoing matters of public interest, both within and outside their speciality. To be sure, the internet transformed the world and how we communicate. Previously clear delineations between the private and publics spheres collapsed, for instance. The apparent right to comment publicly, to be a public intellectual, earned through intellectual achievement and conferred by traditional media, quickly gave way to a deluge of social media sharing, while trust in the former simultaneously eroded.

Yet, in September 2016, Peterson's controversial opposition to Bill C-16, a proposed Canadian law criminalizing a citizen's decision *not* to use someone else's preferred gender pronoun, launched him, reluctantly, onto the world stage as a potential avatar of a new kind of public intellectual. Self-effacing, yet unquestionably sharp and careful, Peterson chimed in on highly contentious, yet pressing public issues such as free speech, identity, tyranny, and personal responsibility, attracting millions of social media followers and hundreds of millions of views.

After surveying the history of the public intellectual, we'll use Peterson as a test case to examine the relevance and potency of the term in the information age and, further, how that term (or one we create) might inspire and guide us as academics committed to peace and public service. Practically speaking, we'll ground our investigation of the public intellectual in a three-stage taxonomy, proposed by American physicist and author, Alan Lightman:

- *Level I: Speaking and writing for the public exclusively about your discipline. This kind of discourse is extremely important, and it involves good, clear, simplified explanations of the national debt, how cancer genes work, or whatever your subject is.*
- *Level II: Speaking and writing about your discipline and how it relates to the social, cultural, and political world around it.*
- *Level III: By invitation only. The intellectual has become elevated to a symbol, a person that stands for something far larger than the discipline from which he or she originated. A Level III intellectual is asked to write and speak about a large range of public issues, not necessarily directly connected to their original field of expertise at all.*

Synthesizing our insights from Peterson, Lightman, and other texts and resources, we'll

collectively craft a bespoke taxonomy for public engagement specific to the field of Peace & Reconciliation Studies, then deploy the taxonomy to inspire and guide us to conduct real-world activities while class is in session and beyond.

This three-credit Winter Session course is intensive and designed for graduate students and advanced undergraduates, either in Peace & Reconciliations Studies or have a *very strong* interest in the field. First or second year students, in any major, with demonstrated academic ability, writing proficiency, and a clear dedication to the field (or to one or more its core tenets), are welcome to email the instructor.

Course Delivery Method

Mode of Instruction

Online.

Time Options

Asynchronous.

Digital Services, Hardware, Software

- While the course is housed in Brightspace, primary communications happen via email, while rapid, synchronous communications are deployed via the app Telegram
- To support and model learning objectives, lectures and contributions from the instructor are shared in different genres at different times: video, audio, and written.
- To support multi-modal fluency, and to stay current with trends in public engagement, we'll experiment with a number of apps and channels, which might include (but are not limited to): Google G-Suite, Kaltura, Zoom, WhatsApp, Clubhouse, Instagram, Facebook, YouTube, as well as "anti-big tech" decentralized channels such as Locals and Zion.

Faculty Information

Jason Canniff, Lecturer, Peace & Reconciliation Studies.
jason.canniff@maine.edu
Merrill Hall, University of Maine, Orono, ME.
For office hours, you may book a Zoom call with me here: https://calendly.com/jason-canniff/30min

Instructional Materials and Methods

Primary texts:

Jordan B. Peterson, *12 Rules for Life*.
Jordan B. Peterson, *Beyond Order: 12 More Rules for Life*.
Jim Proser, *Savage Messiah: How Jordan B. Peterson is Saving the West*.

Supplemental Essays/excerpts:

Jurgen Habermas, "Structural Transformations of the Public Sphere."
Alan Lightman, "The Role of the Public Intellectual."
G.C. Spivak, "Can the Sub-Altern Speak?"
Ernest Boyer, "The Scholarship of Engagement."
Edward Said, "Representations of the Intellectual."
Ralph Waldo Emerson, "The American Scholar."
Noam Chomsky, "The Responsibility of Intellectuals."
Robert Nozick, "Why do Intellectuals Oppose Capitalism."
Nicholas Behm, "The Case for Academics as Public Intellectuals."

Instructor will provide PDFs of supplemental essays and excerpts, as well as links to relevant websites, social media channels, podcasts, and other online resources.

Course Goal:

After finishing this course, students will confidently know the responsibilities, rewards and risks of becoming a contemporary public intellectual and/or active participant in public service, and how that usefully relates to their developing academic, career and life aspirations.

Instructional Objectives:

- Expertly define and/or summarise key terms and concepts within the public intellectual tradition.
- Objectively read, watch, listen, and study a fair and representative amount of content produced by and about Dr Jordan Peterson.
- Using Lightman's taxonomy, classify, compare, and contrast at least ten individuals clearly outside the field of Peace Studies who could be considered public intellectuals, five of which are pre-20th century and five of which are 20th century to present day.

- Drawing upon our class research and intellectual labor, apply our collective understanding of the efficacy and role of public intellectuals generally toward the field of Peace & Reconciliation Studies (as defined by the UMaine Peace & Reconciliation Studies Department).
- Usefully expand our understanding of the role and efficacy of the public intellectual in our department by collectively auditing the entirety of similar programs in the New England area, as well as investigating and rating the public activity of key faculty within those programs.
- Revise and/or enhance Lightman's taxonomy in light of our findings, synthesizing them, if appropriate and useful, with complimentary and/or competing qualities of public intellectuals gleaned from supplemental essays and multi-modal research.
- Collectively compose, publish, and distribute a multi-stage taxonomy for public intellectuals, within the UMaine community and/or beyond, specific to the field of Peace & Reconciliation Studies and New England.
- Using the new taxonomy, imagine a personalised long-term pathway as a public intellectual, then decide, yes or no, if you wish to pursue that pathway at this time.
- If yes, publicly model and demonstrate one or more of the revised taxonomy stages, then reflectively write about your experience(s). If no, compose a term paper or a lecture where you invent, specify, and justify an alternative model of public service, comparing and contrasting its merits, uses, and limitations to the role of the public intellectual.

Student Learning Outcomes

- Advanced understanding on how you are currently located, as academics and practitioners, within the Peace & Reconciliation Studies community at UMaine, with at least a provisional forecast on how local communitarian and scholarly engagement might be enhanced in a more public fashion.
- Theoretical and practical fluency in how the private and public spheres relate and interact in an accelerated information age, as well as enhanced awareness of popular and emerging modes and genres of digital communication, particularly on how they are and could be used by public intellectuals.
- Increased willingness to compose responsible, publicly useful commentary, along with the ability to switch between written, verbal, non-verbal, and other modes of communication, adapting and recomposing as context and purpose demands.
- An honest calibration of how visible you desire to be, both online and off, in expressing your affiliation with Peace & Reconciliation Studies and/or it's numerous avatars, such as conflict resolution, restorative justice, sustainability, and so forth.
- A sharper future vision of your active participation in society, and of what issues, claims, positions, and worldview they might represent.
- A competent knowledge of modern personal branding, thought leadership, and digital

marketing, demonstrated by select acquisition, activation, and use of relevant digital channels and social media apps.

- Cultivation of collegiality within the class, the department, and the academic field of Peace & Reconciliation Studies, with an openness toward networking and collaborating regionally.

Grading and Course Expectations

Component	Weight
Reaction Papers	10%
Mind-map Wiki Contributions	10%
Quality of Research	10%
Professionalism	20%
Preparation	10%
Collaborative Writing Contribution	10%
Public Engagement OR Term Paper	30%

Since this course is primarily about public service and engagement, *professionalism* and *public engagement* are weighted heaviest. Due to the high-stakes nature of this course and its compact three-week timeline, your motivation, dedication, and preparation are assumed, therefore no late work will be accepted unless there is a documented emergency.

Winter Course Schedule:

Calendar	Topics	Assignments	Readings	Due
Pre-Work	Context for Jordan B. Peterson	• 1-page Reaction Paper, using Lightman as a critical frame to read Proser	Jim Proser, *Savage Messiah* Alan Lightman, "The Role of the Intellectual"	Prior to first day of class
Day 1	Part 1: Key terms and concepts in the public intellectual tradition	• 1-page Reaction Paper, putting Emerson and Said in relation to Lightman • Contribute to mind-map wiki on Public Intellectuals • Research Notes on UMaine Peace & Reconciliation Studies Program, Pt 1	Ralph Waldo Emerson, "The American Scholar" Edward Said, "Representations of the Intellectual"	End of day

Day 2 (Online class meeting)	Part 2: Key terms and concepts in the public intellectual tradition	• 1-2 page Reaction Paper, putting Habermas and Chomsky in relation to Said, Emerson, and Lightman • Contribute to mind-map wiki • Research Notes on UMaine Peace & Reconciliation Studies Program, Pt 2	Noam Chomsky, "The Responsibility of Intellectuals" Jorgen Habermas, "Structural Transformation of the Public Sphere"	End of day
Day 3	Part 3: Key terms and concepts in the public intellectual tradition	• 1-2 page Reaction Paper, putting Boyer and Behm in relation to one or more of readings so far • Contribute to mind-map wiki • Research Notes on Regional Programs and Faculty, Pt 1	Ernest Boyer, "The Scholarship of Engagement" Nicholas Behm et al, "The Case for Academics as Public Intellectuals"	End of day
Day 4	Representation: Who gets to speak for who?	• 1-2 page Reaction Paper, putting Spivak and Nozick in relation to one or more authors • Contribute to mind-map wiki • Research Notes on Regional Programs and Faculty Pt 2	G.C. Spivak, "Can the Sub-Altern Speak?" Robert Nozick, "Why do Academics Oppose Capitalism"	End of day
Day 5	The work and reception of Jordan B. Peterson	• 1-2 page Reaction Paper, putting Peterson's life and work in relation to our current understanding of the public intellectual • Contribute to mind-map wiki • Research Notes on Regional Programs and Faculty Pt 3	Jordan B. Peterson, *12 Rules for Life,* pp 1-85 Select YouTube Videos, Articles, and Media	End of day
Day 6	The work and reception of Jordan B. Peterson	• 1-2 page Reaction Paper, putting Peterson's life and work in relation to our current understanding of the public intellectual • Contribute to mind-map wiki • Research Notes on Regional Programs and Faculty Pt 3	Jordan B. Peterson, *12 Rules for Life,* pp 86-201 Select YouTube Videos, Articles, and Media	End of day
Day 7	The work and reception of Jordan B. Peterson	• 1-2 page Reaction Paper, putting Peterson's life and work in relation to our current understanding of the public intellectual • Contribute to mind-map wiki • Draft collaborative document revising Lightman's taxonomy, Pt 1	Jordan B. Peterson, *12 Rules for Life,* pp 201-368 Select YouTube Videos, Articles, and Media	End of day
Day 8	The work and reception of Jordan B.	• 1-2 page Reaction Paper, putting Peterson's life and work in relation to our current	Jordan B. Peterson, *Beyond Order: 12 More Rules for Life,* pp 1-108	End of day

	Peterson	understanding of the public intellectual • Contribute to mind-map wiki • Drafting collaborative document revising Lightman's taxonomy, Pt 2	Select YouTube Videos, Articles, and Media	
Day 9	Your future work and reception	• Contribute to mind-map wiki • Drafting collaborative document revising Lightman's taxonomy, Pt 3 • 1-2 Page paper, imagining future as public intellectual	Jordan B. Peterson, *Beyond Order: 12 More Rules for Life* pp 111-227 Select YouTube Videos, Articles, and Media	End of day
Day 10	Your future work and reception	• Contribute to mind-map wiki • Finalising collaborative document revising Lightman's taxonomy • 1-2 Page paper, deciding if you want to be a public intellectual or to go a different route	Jordan B. Peterson, *Beyond Order: 12 More Rules for Life* pp 229-375 Select YouTube Videos, Articles, and Media	End of day
Day 11	Public engagement	• Personal brand audit, activation, and update • 4-Day Public engagement plan OR term paper/lecture outline	Select YouTube Videos, Articles, and Media	End of day
Day 12	Public engagement	• Public engagement activities OR term paper composition, Pt 1	Select YouTube Videos, Articles, and Media	End of day
Day 13	Public engagement	• Public engagement activities OR term paper composition, Pt 2 • Collaboratively revise taxonomy into an article for publication in UMaine Commons and/or online magazine	Select YouTube Videos, Articles, and Media	End of day
Day 14	Public engagement	• Public engagement activities OR term paper composition, Pt 3 • Collaboratively revise taxonomy into an article for publication in UMaine Commons and/or online magazine	Select YouTube Videos, Articles, and Media	End of day
Day 15	Wrap-Up	• Final Public engagement activities OR term paper composition • Publish revised taxonomy article as a class	Select YouTube Videos, Articles, and Media	End of day

Course Policies

As this is an asynchronous course, there are no scheduled meeting times. However, since this is a three-week class grounded in collaboration, unfortunately you cannot go at your own pace and will need to follow the daily course schedule to earn full grade points.

Unless a documented emergency, no late work will be accepted.

Campus Policies

Academic Honesty Statement:

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

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement

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

Course Schedule Disclaimer (Disruption Clause):
In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), 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 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 Title IX Student Services 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*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the Title IX Student Services website for a complete list of services.

THE UNIVERSITY OF MAINE
Graduate School

5775 Stodder Hall
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New Graduate Course Proposal

Academic Unit: Interdisciplinary Studies

Course Designator & Number: PAX 699 **Effective Semester:** Summer 2022

Course Title: Masters Project

Course Type: New Course

Proposed Catalog Description:
This capstone course provides the structure and process for students to conduct a Master Project requiring advanced study in a topic or problem in PAX, showcasing skills gained during the program (1-6 credits).

Course Prerequisites: PAX 410/510 & PAX 491/591

Credit Hours: 1-6 **Component:** Seminar

Cross-Listed Course:

Text(s) Planned for Use:
Varies based on topic.

Course Instructor: Dr. Jason Canniff, adjunct professor

Reason for new course:
Course proposal Currently, PAX students take a generic MAIS capstone class that is designed as an independent study supervised by the PAX director. Students must, on their own, find a faculty mentor to oversee their actual project. We want to offer PAX 699 as an annual scheduled class with a dedicated faculty member to engage students at the highest level in thinking about Peace and Reconciliation ideas and practices. In this collaborative class, students will work together to engage in an open, honest, and objective process of critical inquiry about a problem of interest. PAX needs a stand-alone Masters Project capstone that has a faculty member dedicated to ensuring student success.

We want to ensure that students have a rigorous experience that challenges them to: Makes connections between ideas from PAX and elective classes, Feel comfortable taking creative risks and exploring new ways of thinking, Be engaged in a deep and thoughtful iterative process.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
The course originally has originally been offered as IDS 699. Graduate school was consulted regarding the proposed changes and no concerns were expressed.

Course Frequency: Every spring. No, offering this course won't result in overload salary payments.

Can this course be repeated for credit? Yes

Total number of credits allowed: 1-6

Total number of completions allowed: 6

Can students enroll multiple times in a term? No

Mode of Instruction: Distance Synchronous Learning

Endorsements

Leader: julie.dellamattera@maine.edu Approved **Date:** 09/27/21

College CC Chair: _____ _____ **Date:** _____

College Dean: arthur.artesani@maine.edu Approved **Date:** 10/18/21

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

DLL: mlarocque@maine.edu Approved **Date:** 02/08/22

_____

Graduate School **Date**

PAX 699: Master Project

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.

Catalog Description

This capstone course provides the structure and process for students to conduct a Master Project requiring advanced study in a topic or problem in PAX, showcasing skills gained during the program. Prerequisites: PAX 510 & PAX 591. 3-6 credits.

Course Description

The culmination of the MAIS program is the Master Project. The Master Project is independent, project based learning carried out with faculty guidance. It demonstrates the ability to integrate materials from **at least two fields of study**. Projects may take a variety of forms and students will work with course faculty to specify a project, format, and product. Students will present their Master Project to a professional audience. This capstone course is the required culmination of coursework in PAX.

Required Texts

TBD

Goals of Course

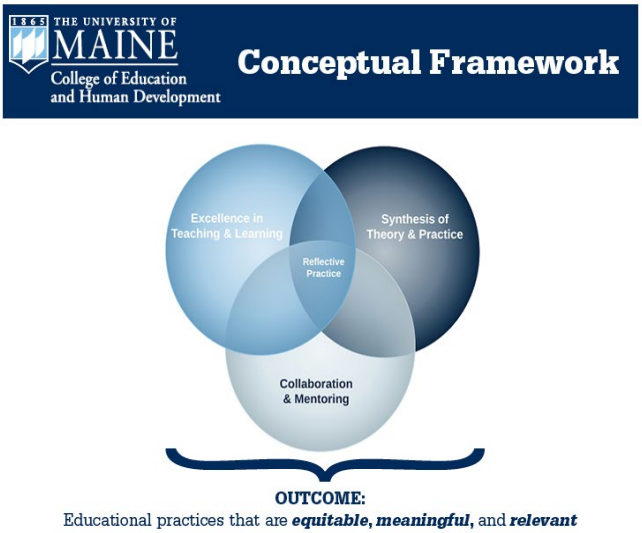
Students will engage in project-based learning to create a Master Project that demonstrates their ability to integrate materials from at least two fields of study.

Student Learning Outcomes

Students will integrate and apply what they have learned in their MAIS - Peace and Reconciliation Studies courses to:

1. Engage in an open, honest and objective process of critical inquiry about a problem of interest
2. Apply research methodology and/or scholarly inquiry techniques specific to one's area of study to address the problem of interest
3. Critically analyze, synthesize, and utilize information and data related to one's area of study to address the problem of interest
4. Proficiently communicate and disseminate information about the problem of interest in a manner relevant to the area and intended audience
5. Conduct research or projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives

Conceptual Framework



The University of Maine's College of Education and Human Development (COEHD) seeks to prepare professionals who value and demonstrate reflective practice, a dedication to teaching and learning, and understanding of the synthesis of theory and practice, and an awareness of the value of collaborating and mentoring. Embedded in all of our work within COEHD we seek to respect diversity, honor differences, and promote social justice. For more information regarding the conceptual framework please visit the website for the College of Education and Human Development at http//:www.umaine.edu/edhd/about/mission.htm

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity 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, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Approaches to Learning

The learning experiences of this course are structured to challenge and support students in the acquisition of new knowledge and skills. This course will be taught using a variety of pedagogical approaches including short lectures, class discussion, group activities, projects, and individual research. Each member of the class is considered a teacher, a learner, and an important contributor to the group. As such, it is important that all students read the assigned work and come prepared for thoughtful discussion. Regular on-time attendance and in-depth engagement in class discussions are all essential and expected.

Assignment Format & Submission

APA format will be used in all written work.

Commitment to the Profession

ATTENDANCE: Much of the material covered in class supplements the texts. Regular attendance is necessary to acquire the full range of information for which you are responsible. The overall policy of the University is that students are responsible for attending all class meetings for courses for which they are registered.

Unexcused Absences = Absences without appropriate documentation

In the case of unexcused absences, a lower letter grade **will be** assigned for failure to demonstrate a commitment to the profession. Students who enter the semester with an anticipated disruption to their learning, such as a scheduled surgery or planned vacation, are not guaranteed the opportunity to complete work ahead of schedule, and will not be given extensions on assignments.

If you miss 6 or more classes your final grade will drop one full letter grade. If you miss 8 or more classes your final grade will drop two full letter grades and you will be advised to withdraw from the course and retake it when you can devote the time for educational growth and success.
Excused Absences = Absences that have appropriate documentation.
Absences due to ill health, family emergency, or other reason beyond your control: It is the student's responsibility to notify the Professor, provide appropriate documentation for verification, and make arrangements for making up missed work.
Absences due to participation in an authorized, off-campus official function of the university (e.g., varsity athletics, band, drama, etc.): It is the student's responsibility to notify the Professor in advance of such absences, and provide an authorized-absence slips signed by the appropriate director or academic dean.
If absences are extensive (more than 8), even for legitimate reasons, it will be impossible to meet the objectives of the course. In such instances, the Professor will assign a grade of Incomplete.

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. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (***Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

ORIGINAL WORK: All work turned in must be original work, completed either by the student or a group of students specifically for **this** course. When presenting others' words or thoughts, appropriate credit must be given to the authors using citations (in the body of the paper) and references (at the end of the paper).
ACADEMIC DISHONESTY: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, or to submit papers written by another person, to "fake" experimental results, or to copy parts of books or articles into your own papers without appropriately indicating and citing it source. Students committing or aiding in any of these violations may be give failing grades for an assignment or for an entire course, at the discretion of the Professor. In addition to any academic action taken by a Professor, 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 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

Course Schedule Disclaimer (Disruption Clause)
In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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

Sexual Discrimination Reporting

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

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

- For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.
- For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **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/

Disability & Special Accommodations

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

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the **Dean of Students** (visit their office on the 3rd floor of the Memorial Union or call 581-1406). Furthermore, please notify the **professor** if you are comfortable doing so. This will enable them to provide any resources that they may possess.

Mental Health and Grief Policy

If you anticipate experiencing a catastrophic event during the course of the semester, or are currently experiencing distress or trauma, please consider utilizing **UMaine's Counseling services** (https://umaine.edu/counseling/) to learn how to manage grief related to such events in a healthy manner. Services are typically free.

University of Maine COVID-19 Statement

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus. All students are encouraged to make the Black Bear Cares Pact to protect the health of themselves, the health of others, and the College of Our Hearts Always.

Black Bears Care Pact: https://umaine.edu/return/black-bears-care/

Symptom checking: The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Students are encouraged to use the symptom checking app each day before attending class or moving about campus and follow the recommendation prompted

within the app. Students should monitor for the following symptoms daily: fever (temperature >100.4F/38.0C) or chills, new cough, loss of taste or smell, shortness of breath/difficult breathing, sore throat, diarrhea, nausea, or vomiting, or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

Physical distancing: Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors including within classrooms. The University classrooms and physical spaces have been arranged to maximize physical distancing. Follow the traffic patterns outlined in each building and outdoor space to avoid crowding. If students are in an academic setting (i.e. clinical or lab class) that requires them to reduce physical distancing, they should follow the instructor's guidelines.

Face coverings: Students must wear appropriate face coverings in the classroom. Face coverings must be worn in indoor and outdoor spaces on campus unless people are alone in a room with a door closed or when they are properly physically distanced and do not expect someone to approach them. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19.

Eating and drinking in classrooms: Students may not eat or drink in the classrooms and are encouraged to take their food or drink into areas designated for these purposes where they can maintain 6 feet physical distance from others.

Hand hygiene: Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, especially after using the bathroom, before eating or drinking, and before and after going to class or university spaces such as the recreation center, library, or dining halls.

COVID 19 Contingency plans

Classes will be held in various formats to offer flexibility, compassion, and empathy during these unprecedented times. Under certain circumstances, students or instructors may need to miss classes or in-person classes may be disrupted. Students are expected to notify their instructor if they are unable to attend an in-person or online class but will not be penalized for missing class due to illness or the need to care for a family member affected by COVID-19. If a disruption occurs, your instructor will provide communication and contingency plans.

What to do if you have or suspect you have COVID-19: If you have symptoms of COVID-19 or have been possibly exposed to someone with COVID-19, you should stay home, not interact with others, and contact your health care provider immediately to be tested for COVID-19. You may not attend in-person classes and should suspend interactions with others until you are tested. Prior to receiving test results you should quarantine in your living area according to the Maine CDC guidelines below. Please follow the guidance of your health care professional regarding testing, quarantine, and isolation during the testing process and potential illness period.

What to do if someone you know has or may have COVID-19: If someone you know or that you have had close contact with (defined by the ME CDC as 15 mins or more within 6 feet or less) has tested positive for COVID-19, you should stay home and quarantine according to the guidance of the ME CDC, contact your health care provider, and continue to monitor for symptoms. You may be required to quarantine and/or be tested for COVID-19 under these circumstances. You may also have been exposed to COVID-19 by someone you do not know, and it is possible that you could be contacted through contact tracing to determine if you were exposed. Everyone should respond to these confidential questions to ensure the safety of themselves and those around them.

If you have questions or would like additional information related to the University of Maine COVID-19-specific policies or procedures please use the following sources:

- Maine CDC guidelines**:** https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/general-information.shtml
- University Webpages: umaine.edu/return and together.maine.edu
- COVID-19 Information line: 207.581.2681
- Emergency Operations Center Email Contact: umaine.alerts@maine.edu

Contingency Plan

In the event of disruption of normal classroom activities due to a National disaster, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the class syllabus that will supersede the original version.

Incomplete Policy

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

THE UNIVERSITY OF MAINE
Graduate School

5775 Stodder Hall
Orono, Maine 04469-5775
umaine.edu/graduate
graduate@maine.edu
207.581.3291

Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: EDT 580 Effective Semester: Summer, 2022

Course Title: Summer Technology Institute

Course Modification Type: Course Repeat Change

Other Modification: _____

Current Catalog Description:

_____

New Course Designator & Number: _____ Credit Hours: 3

New Course Title: _____

New Course Prerequisites:

_____

Courses for which this course is a prerequisite: _____

Cross-Listed Course: _____

Course Instructor: Mia Morrison EDT Academic Advisor Teaching Load Varies

New Catalog Description:

_____

Reason for course modification:

The EDT Summer Institute offers different content for students each summer. This change will allow students to enroll in the summer institute up to three summers for credit.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:
Currently offered every summer - that will not change

Can this course be repeated for credit? Yes

Total number of credits allowed: 9

Total number of completions allowed: 3

Can students enroll multiple times in a term? Yes

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 11/03/21

College CC Chair: rebecca.buchanan@maine.edu Approved Date: 11/12/21

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/22

Leader: _____ _____ Date: _____

College CC Chair: _____ _____ Date: _____

College Dean: _____ _____ Date: _____

DLL: mlarocque@maine.edu Approved Date: 02/03/22

Graduate School Date

THE UNIVERSITY OF MAINE
Graduate School

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Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: EDT 657 Effective Semester: Summer, 2022

Course Title: Educational Practicum

Course Modification Type: Description Change

Other Modification: _____

Current Catalog Description:
This course is an alternative capstone experience for students in the Instructional Technology master's degree who choose not to seek the Maine Department of Education 680 endorsement prior to graduation. Students will develop and implement an approved project to include the following components: research review; application of research to practice; reflection; and presentation.

New Course Designator & Number: _____ Credit Hours: 1-6

New Course Title: _____

New Course Prerequisites:

Courses for which this course is a prerequisite: _____

Cross-Listed Course: _____

Course Instructor: Mia Morrison, Lecturer Instructional Technology, teaching load varies

New Catalog Description:
This course is the capstone experience for students in the Instructional Technology master's degree and educational specialist programs. Students will identify a problem of practice, conduct research and a literature review to develop and implement an approved project to include the following components: action research; application of research to practice; reflection; and presentation.

Reason for course modification:
EDT 657 is the culminating experience or the MEd Instructional Technology students and needs to be identified as the Capstone. As the course descriptions are currently written, MEd students have a choice of either EDT 657 or EDT 543 as the final field capstone experience. This proposed change eliminates this choice.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:
Approximately once a year

Can this course be repeated for credit? Yes

Total number of credits allowed: 1-6

Total number of completions allowed: 2

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: shihfen.tu@maine.edu Approved Date: 12/13/21

College CC Chair: rebecca.buchanan@maine.edu Approved Date: 12/15/21

College Dean: arthur.artesani@maine.edu Approved Date: 01/14/22

Leader: _____ _____ Date: _____

College CC Chair: _____ _____ Date: _____

College Dean: _____ _____ Date: _____

DLL: _____ _____ Date: _____

Graduate School Date

THE UNIVERSITY OF MAINE
Graduate School

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207.581.3291

Graduate Course Modification

Academic Unit: Food & Agriculture

Course Designator & Number: FSN 542 Effective Semester: Spring 2023

Course Title: Sustainability, Nutrition and Health

Course Modification Type: Prerequisite Change

Other Modification: _____

Current Catalog Description:
New course-part of the GOLD curriculum

New Course Designator & Number: _____ Credit Hours: _____

New Course Title: _____

New Course Prerequisites:
FSN 410 and NUR 303

Courses for which this course is a prerequisite: Graduate standing or instructor permission

Cross-Listed Course: _____

Course Instructor: Dorothy Klimis-Zacas, professor of Clinical Nutrition; 50% teaching

New Catalog Description:

Reason for course modification:
No need for prerequisites

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:
Every other Spring semester (Odd years)

Can this course be repeated for credit? _____

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? _____

Mode of Instruction: _____

Endorsements

Leader: rcausey@maine.edu Approved Date: 01/27/22

College CC Chair: _____ _____ Date: _____

College Dean: susans@maine.edu Approved Date: 01/27/22

Leader: _____ _____ Date: _____

College CC Chair: _____ _____ Date: _____

College Dean: _____ _____ Date: _____

DLL: _____ _____ Date: _____

_____

Graduate School Date