The Curriculum Committee met on February 7th, 2023 and is recommending the following courses to the Graduate Board for approval at its February 16th meeting.

New Courses:
LMS 520  Digital Age Methods of Teaching In Library and Media Studies
LMS 560  Assessment in Library and Media Studies
LMS 598  Library and Media Studies: Special Topics

Modifications:
EHD 501  Social Context of Education
SED 511  Planning Inclusive Early Childhood Programs and Environments
SED 552  Working with Families of Students with Disabilities
New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: LMS 520 Effective Semester: Fall 2023

Course Title: Digital Age Methods of Teaching in Library and Media Studies

Course Type: New Course

Proposed Catalog Description:
This course will be an introduction to using technology for teaching and learning. Students will explore current theories and conceptual models for technology integration as a mechanism for reflection and goal setting. They will integrate the American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) to consider learner development, diversity, and differences while fostering a positive learning environment. Through this online course using multiple modalities learners will engage with the critical review of various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. They will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment; as well as articulate, communicate, model, and teach digital citizenship.

Course Prerequisites: None

Credit Hours: 3

Component: Lecture

Cross-Listed Course: 

Text(s) Planned for Use:
Ribble, Mike. Digital Citizenship in Schools: Second Edition (graphic left displays the nine elements in this framework) ISTE
Other readings are found on the syllabus

Course Instructor: Mia Morrison, Or Paula Boyce

Reason for new course:
Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered in the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 520 is being converted to LMS 520. However, EDT 520 will continue to be offered. LMS 520 is considered a new course.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
Yes, Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

Academic Units Affected (if any):
As far as the Program Coordinator is aware, none are affected.

Course Frequency:
Yearly

The course will be taught by an adjunct or as inload for Mia Morrison

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  12/21/22

Date: __________________________

College CC Chair: tammy.mills@maine.edu  Approved  12/22/22

Date: __________________________

College Dean: arthur.artesani@maine.edu  Approved  01/24/23

Date: __________________________

Leader: __________________________

Date: __________________________

College CC Chair: __________________________

Date: __________________________

College Dean: __________________________

Date: __________________________

 Graduate School  Date

No additional department or institutional facilities, support and/or resources, or library subscriptions and resources required. The instructional cost for this course is being paid for by the Division of Lifelong Learning.
LMS 520 Digital Age Methods of Teaching in Library and Media Studies

Course Information

This course will be an introduction to using technology for teaching and learning. Students will explore current theories and conceptual models for technology integration as a mechanism for reflection and goal setting. They will integrate the American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) to consider learner development, diversity, and differences while fostering a positive learning environment. Through this online course using multiple modalities learners will engage with the critical review of various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. They will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment; as well as articulate, communicate, model, and teach digital citizenship.

3.0 credit hours
Prerequisites : NONE

Course frequency will be yearly

Mode of Instruction

Asynchronous, Online

Time Options

N/A

Digital Services, Hardware, Software

We will use Brightspace as our Learning Management System Web Video Conferencing Service : Zoom (provided by University for all students) Other web services useful : Kaltura, Google Ecosystem
Faculty Information

Mia Morrison,
Lecturer, Advisor
Instructional Technology, Library and Media Studies
mia.morrison@maine.edu
207.581.2465
156 Shibles Hall
University of Maine
Orono, Maine 04469
Office hours by appointment

Paula Boyce,
Adjunct in Instructional Technology, Library and Media Studies
paula.boyce@maine.edu
Office hours by appointment

Instructional Materials and Methods

Potential Readings (many resources will be provided on Brightspace)

- TEAL Fact Sheet 11: Adult Learning Theories
- Ribble, Mike. Digital Citizenship in Schools: Second Edition (graphic left displays the nine elements in this framework) ISTE
- Richardson, Will (2008) Footprints in a digital age Educational Leadership 66 (3) ASCD

Course Goals:

Through this online course using multiple modalities learners will engage with the critical review of various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. They will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment; as well as articulate, communicate, model, and teach digital citizenship.
Instructional Objectives:

- Read and synthesize literature and research on educational technology to support personal experiences, deepen conceptual knowledge, and explore utilization within the context of library and media studies
- Engage with peers and professional learning network through a variety of modalities to lead and contribute to discussions on educational technology to support deeper reasoning and use in the context of libraries, innovation centers, maker spaces, and other learning environments
- Through various modalities engage in reflective practice and goal setting
- Explore and investigate concepts of educational psychology, cognitive principles, and conceptual models for technology integration (i.e. TPACK, SAMR) and learning theory within the context of library and media environments and standards (AASL/NSLS)
- Develop a deep understanding and ability to leverage digital tools, resources, and emerging technologies to design and adapt learning assessment within the context of library and media environments

Student Learning Outcomes

- Articulate a personal philosophy of educational practice that demonstrates awareness of educational psychology, cognitive principles, conceptual models for technology integration within context of library and media environments (i.e. TPACK, SAMR, AASL/NSLS) and learning theory.
- Develop both physical and virtual learner-centered environments that are engaging and equitable, encourage positive social interaction and the curation and creation of knowledge.
- Demonstrate fluency with new educational tools and articulate the affordances and constraints of such tools to support educational practice in any learning environment
- Engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards
- 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, and promote cultural competence and respect for inclusiveness

Grading and Course Expectations

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<td>Learner Inquiry Project</td>
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Course Schedule:

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<tr>
<td>1</td>
<td>Intro &amp; 4Cs, Inclusive Environment</td>
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<tr>
<td>2</td>
<td>SAMR &amp; TPACK, AASL/NSLS</td>
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<td>Medium</td>
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<td>4</td>
<td>Learning and Growth, Engagement</td>
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<td>5</td>
<td>Community Development, Involvement</td>
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<td>6</td>
<td>Connection and Collaboration</td>
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<td>Creative and Multimodal Expression</td>
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<td>Learner Inquiry</td>
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<td>Professional Inquiry</td>
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<td>Capstone &amp; Reflection</td>
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</table>

Course Policies

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments.
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

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**
[This should be customized to include the instructor’s name]: 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.

**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 faculty or staff member who is deemed a “responsible employee” 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, they are 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: 207-581-1406, University of Maine Police: 207-581-4040 or 911.

Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.
New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: LMS 560  Effective Semester: Fall 2023

Course Title: Assessment in Library and Media Studies

Course Type: New Course

Proposed Catalog Description:
In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program. They will then consider the implications of integrating technology and digital assessment tools in the PK12 learning environment, both positive and negative, to support knowledge acquisition, skill building, and creativity. Students will look through a variety of lenses for students’ understanding and assessment including ISTE, SAMR, and American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) among others.

Course Prerequisites: EDT 520 or LMS 520

Credit Hours: 3

Component: Lecture

Cross-Listed Course:

Text(s) Planned for Use:
This course is not using traditional textbooks. The instructional materials (i.e. journal articles, book chapters) are listed in the syllabus.

Course Instructor: Mia Morrison, or Paula Boyce,

Reason for new course:
Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered in the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 560 is being converted to LMS 560. However, EDT 560 will continue to be offered. LMS 560 is considered a new course.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

___________________________________________________________________________________________

Academic Units Affected (if any):
As far as the Program Coordinator is aware, none are affected.

____________________________________________________________________________________________

Course Frequency:
The course will be offered yearly

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 12/21/22

College CC Chair: tammy.mills@maine.edu Approved 01/13/23

College Dean: arthur.arterani@maine.edu Approved 01/14/23

Leader: _____________________________ ____________________ Date: __________________

College CC Chair: ____________________________ _____________ Date: ________________

College Dean: ____________________________ _____________ Date: _________________

hcartner@maine.edu Approved 01/16/23

DLL: ____________________________ _____________ Date: ________________

Graduate School Date
LMS 560 Assessment in Library and Media Studies

Course Information
In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program. They will then consider the implications of integrating technology and digital assessment tools in the pK12 learning environment, both positive and negative, to support knowledge acquisition, skill building, and creativity. Students will look through a variety of lenses for students’ understanding and assessment including ISTE, SAMR, and American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) among others.

3.0 credit hours
Prerequisites: EDT 520 or LMS 520
Course frequency will be yearly

Mode of Instruction
Asynchronous, Online

Time Options
N/A

Digital Services, Hardware, Software
We will use Brightspace as our Learning Management System Web
Video Conferencing Service: Zoom (provided by University for all students)
Other web services useful: Kaltura, Google Ecosystem

Faculty Information
Mia Morrison,
Lecturer, Advisor
Instructional Technology, Library and Media Studies
Instructional Materials and Methods

Most resources and materials will be placed on Brightspace (Learning Management System). Additional resources and potential activities have been listed below.

Instructional Materials:


Activities and Assignments:

- Share assessments used - purpose, goals, success, problems
  Place assessment / activities on SAMR ladder and incorporates the AASL/NSLS
- Discuss creation as assessment - where does creativity, flexibility, curiosity fit in?
- Create learning experience using specific tools and strategies to explore creativity and expression
  - Includes assessment rubric that links to the AASL/NSLS
  - Includes choice - specific to age, content, interest
- Discuss data collection and interpretation
Create activity that will allow
- exploration of data collection and interpretation
- different methods of evaluation, feedback

Reflection throughout

Course Goals:

In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program. They will then consider the implications of integrating technology and digital assessment tools in the pK12 learning environment, both positive and negative, to support knowledge acquisition, skill building and creativity.

Instructional Objectives:

Students will
- Engage in peer discussion and reach out to professional learning networks to explore assessment strategies and resources
- Explore and articulate the effects of technology with digital teaching and learning strategies on assessment at numerous levels (school, state, national)
- Evaluate current understanding of assessment and investigate new methods to gauge student understanding
- Reflect upon the definition of success, coupled with effective methods of data analysis and examination of career readiness
- Articulate personal philosophy around learning objectives, educational pathways, and achievement that establishes awareness and personalization of edtech integration and standards (SAMR, Bloom’s, ISTE, AASL/NSLS)
- Demonstrate deep understanding and ability to leverage digital tools, resources, and emerging technologies to design and adapt learning experiences within the context of library and media environments.
- Demonstrate understanding of collaboration with learning communities to strategically plan, deliver, and assess instructions
- Design culturally responsive learning experiences using a variety of instructional strategies and assessments in collaboration that can be used with instructional partners
- Plan for educational experiences that engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment as well as model cultural competence and respect for inclusiveness
- Read and synthesize literature and research on library management and educational technology to support personal experiences and deepen conceptual knowledge and design to implement instruction that integrates the National School Library Standards
- Create both physical and virtual learner-centered environments that are engaging and equitable, encourage positive social interaction and the curation and creation of knowledge.
Student Learning Outcomes

By the completion of this course, participants will

- have a solid foundation for continuing their work on the graduation e-portfolio, in the areas of collaborating on projects with classroom teachers in artifact selection, engaging learners in the critical-thinking and inquiry process, standards-related reflections, and a user-friendly navigation system.
- document their knowledge in cultivating the educational and personal development of all members in a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- demonstrate multiple and varied formative and summative assessments which are aligned with ISTE, AASL/NSLS standards.

Grading and Course Expectations

Weekly Homework 40%
You should apply the concepts and skills that we are working on each week. These assignments are evaluated as satisfactory (B), unsatisfactory (C), or outstanding (A).

- Evidence of completing assigned reading(s).
- A clear main topic that goes beyond the obvious. (i.e. shows thought)
- Relevance to teaching and/or learning
- Writer relates personal opinions and/or experiences to assignment.

Participation 10%
Graduate students learn as much or more from their peers as from any other source because they usually bring a great deal of professional and life experience to class. Sharing these experiences provides valuable learning experiences for all.

Capstone 30%
To be shaped and developed based on personalization of the learning.

Risk-Taking/Creativity 10%
This course is about assessment and we will explore the concept of creativity - how does one assess this? You will be assessed on your “efforts” at moving outside your comfort zone and being creative. More discussion on this during class!

Reflection 10%
Self-Evaluation: Reflect on your learning this semester and “suggest” a grade for yourself.

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</table>
Course Schedule:

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments.
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- A note on extra-credit: I hope all the assignments in this class give you a chance to take your learning to the next step, so I do not provide options for extra credit. If you’d like to propose an alternative assignment to achieve course outcomes, I am open to a discussion. As always, communication is a key element to best outcomes.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

Course Policies

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments.
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Campus Policies

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Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: 

Students Accessibility Services Statement
[This should be customized to include the instructor’s name]: 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.

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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 faculty or staff member who is deemed a
“responsible employee” 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, they are 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: 207-581-1406, University of Maine Police: 207-581-4040 or 911.

Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.
New Graduate Course Proposal

Academic Unit: Learning & Teaching

Course Designator & Number: LMS 598  Effective Semester: Fall 2023

Course Title: Library and Media Studies: Special Topics

Course Type: New Course

Proposed Catalog Description:
Concentrated study of designated topics in Library and Media Studies. Topics may vary depending on faculty and student interest.

Course Prerequisites: None

Credit Hours: 1-3

Component: Lecture

Cross-Listed Course: None

Text(s) Planned for Use:
This is a special topics course and texts are unknown

Course Instructor: Iris Eichenlaub or Paula Boyce

Reason for new course:
Due to an opportunity to expand the Library and Media Studies Certificate to allow for a Professional Endorsement (the current certificate provides for a conditional), there needs to be an expansion in the number of courses offered in the Library and Media Studies Certificate. The Instructional Technology prefix of EDT will not provide the required approved courses. The Maine DOE will not accept any of the current EDT courses for the LMS endorsement with the exception of EDT 515 and 516. For this reason, EDT 598 is being converted to LMS 598. However, EDT 598 will continue to be offered. LMS 598 is considered a new course.
Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
Yes, the instructional cost for this course is being paid for by the Division of Lifelong Learning

Additional Resources:

Academic Units Affected (if any):
As far as the Program Coordinator is aware, none are affected.

Course Frequency:
Varies
This course will be taught by adjuncts in the Instructional Technology program

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? No
Mode of Instruction: Online (Asynchronous)

Endorsements
shihfen.tu@maine.edu Approved 12/21/22
Leader: ___________________________________________ Date: ____________________
tammy.mills@maine.edu Approved 12/22/22
College CC Chair: __________________________________ Date: ____________________
arthur.artesani@maine.edu Approved 01/24/23
College Dean: __________________________________ Date: ____________________

Leader: ___________________________________________ Date: ____________________
College CC Chair: __________________________________ Date: ____________________
College Dean: __________________________________ Date: ____________________

hcarter@maine.edu Approved 01/26/23
DLL: ___________________________________________ Date: ____________________

Graduate School Date
LMS 598: Library and Media Studies: Special Topics

Course Information
Concentrated study of designated topics in Library and Media Studies. Topics may vary depending on faculty and student interest. May be repeated for credit.

Number of Credits: 1-3
No Prerequisites
Course frequency will vary

Course Delivery Method

Mode of Instruction
Online

Time Options
Asynchronous

Digital Services, Hardware, Software
The course will use:
Brightspace Learning Management System (i.e. Brightspace)
The course might use:
- Web or Video Conferencing Service (i.e. Google Hangout, Zoom)
- Video Recording/Sharing Service (i.e. Kaltura)
- Collaboration and Communication Services (i.e. Google Drive and Docs)
- Library and eReserve Service Required Hardware and Software

Faculty Information
Iris Eichenlaub
Adjunct in Instructional Technology, Library and Media Studies
Instructional Materials and Methods

Will be determined by course topic

Course Goals:

Instructional Objectives:
The course objectives will link to the American Association of School Librarian Standards (AASL), be measurable, and have strong connections to assignments. The Instructional objectives will be approved by the Program Coordinator before the course is taught.

Student Learning Outcomes
SLOs will vary depending on course, and be linked to course objectives and expectations set by the AASL. The SLOs will be approved by the Program Coordinator before the course is taught. In addition, the following rubric will be completed by the course instructor and approved by the Program Coordinator:

How does the course explore the central questions?

<table>
<thead>
<tr>
<th>Question</th>
<th>Depth of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Environments:</strong> How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Teaching and Learning:</strong> How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?</td>
<td>NA</td>
</tr>
</tbody>
</table>
Digital Citizenship: How can library and media specialists promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?  NA

Professional Practice: How can library and media specialists develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?  NA

Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?  NA

Grading and Course Expectations

_Vary depending on course - to be approved by the Program Coordinator before the course is taught_  
All courses will use the following:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
<td>73 - 76</td>
<td>C</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 72</td>
<td>C-</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>&lt; 70</td>
<td>F</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Schedule:

Courses in the Instructional Technology programs follow academic year calendars and the summer session schedules used by the University of Maine

Course Policies

Courses are taught using modules that break down the larger course topic into smaller units. The course schedule will be approved by the Program Coordinator before the course is taught.

- All assignment details, descriptions, rubrics and associated points are posted in Brightspace.
- Your final grade will be based on your cumulative score on all assignments
- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and meaningful participation is expected.
- All work is due on the assigned date, please be in contact in advance if there is an emergency to make other arrangements as I do not accept late submissions.
- Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.
Campus Policies

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


Students Accessibility Services Statement
[This should be customized to include the instructor's name]: 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.

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 faculty or staff member who is deemed a
“responsible employee” 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, they are
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: 207-581-1406, University of Maine Police: 207-581-4040 or
911.

Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.
Learning & Teaching

EHD 501
Summer 2023

Social Context of Education

Description Change, Title Change

Sociocultural Contexts of Education: History, Diversity, and Critical Multiculturalism

Rebecca Buchanan, Assistant Professor of Curriculum, Assessment, and Instruction, 2/2

This course provides a theoretical framework for analyzing the history and organization of schooling in the United States. It explores the influences of schools, families, communities, government policies, society, and culture on student learning and classroom interactions. Moreover, the course examines educational issues related to diversity, equity, and inclusion so that teachers are well-prepared to support all students, especially those from culturally and linguistically non-dominant backgrounds.

The state department of education has changed their requirements for teacher licensure. This course title and description needed modification in order to align with the new requirement that all teachers "Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods)."
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:
This course is offered annually in the summer.

___________________________________________________________________________________________

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: shihfen.tu@maine.edu   Approved  Date: 02/02/23

College CC Chair: tammy.mills@maine.edu   Approved  Date: 02/02/23

College Dean: arthur.artesani@maine.edu   Approved  Date: 02/02/23

Leader: __________________________  __________________________  Date: _______________

College CC Chair: __________________________  __________________________  Date: _______________

College Dean: __________________________  __________________________  Date: _______________

_DLL: __________________________  __________________________  Date: _______________

____________________________  Graduate School  Date
Graduate Course Modification

Academic Unit: Learning & Teaching

Course Designator & Number: SED 511 Effective Semester: Fall 2023
Course Title: Planning Inclusive Early Childhood Programs and Environments

Course Modification Type: Title Change

Other Modification: 

Current Catalog Description:

New Course Designator & Number: 
Credit Hours: 
New Course Title: Specially Designed Instruction Within Inclusive Early Childhood Classrooms

New Course Prerequisites:

Current course prerequisites:

Cross-Listed Course: 

Course Instructor: Kelly Irving, adjunct instructor

New Catalog Description:

Reason for course modification:
Course title update required to align to the Maine DOE teaching endorsement criteria that were updated in Summer 2022.
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 Fall semester

___________________________________________________________________________________________

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: shihfen.tu@maine.edu  Approved Date: 01/13/23

College CC Chair: tammy.mills@maine.edu  Approved Date: 01/13/23

College Dean: arthur.artesani@maine.edu  Approved Date: 01/14/23

Leader: _______________________________ ____________________ Date: _______________

College CC Chair: _______________________________ ____________________ Date: _______________

College Dean: _______________________________ ____________________ Date: _______________

DLL: _______________________________________ ____________________ Date: _______________

___________________________________________________________________________________________
Learning & Teaching

SED 552  Fall 2023

Working with families of students with disabilities

Description Change, Title Change

Description Change, Title Change

Models for consulting with families of children with disabilities.

Partnerships With Diverse Families: Culturally Responsive Teaching and Interactions

Mary Ellin Logue

This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. Students will engage families in opportunities that build on their existing strengths, reflect current goals and foster family competence and confidence to support their children's development and learning.

To align with Maine Department of Education teaching endorsement criteria that was updated in Summer 2022.
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:
Varies

___________________________________________________________

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: shihfen.tu@maine.edu  Approved  Date: 12/21/22

College CC Chair: tammy.mills@maine.edu  Approved  Date: 12/21/22

College Dean: arthur.artesani@maine.edu  Approved  Date: 01/14/23

Leader: ____________________________  ________________  Date: ________________

College CC Chair: ____________________________  ________________  Date: ________________

College Dean: ____________________________  ________________  Date: ________________

DLL: ____________________________  ________________  Date: ________________

___________________________________________________________

Graduate School  Date