

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 12, 2024 and is recommending the following courses to the Graduate Board for approval at its March 28th meeting.

New Courses:

CIE 536 Applications Organic Chemistry Principles

EHD 547 Technology and Teacher Leadership

LMS 517 of PK-12 Literature in School Libraries

LMS 559 School Library Leadership

LMS 657 Seminar in Library and Media Studies

LMS 580 Summer Technology Institute for Library and Media Studies

MBA 610 Managerial Accounting for Decision Making

MBA 611 Financial Reporting for Governmental and Nonprofit Entities

MBA 612 Fraud Investigation

MBA 615 Accounting Data Analytics

MBA 621 Launching Sustainable Ventures

MBA 622 Triple Bottom Line Business

Modifications:

EAD 692 Superintendent Internship I

POS 531 Topics in Comparative Politics

POS 549 Seminar in American Politics

POS 596 Directed Research in Political Science

CIE - 536 - Applications of Organic Chemistry Principles

2023/24 AY - Undergraduate/Graduate Cross Listing New Course Proposal

General Catalog Information

Undergraduate/Graduate Cross Listing New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses, including travel-study courses offered through DLL or Summer Session. Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

New Course Career
Offering* ☐ Undergraduate
☒ Graduate

Please attach any required files by navigating to the right side menu and clicking "Files".

Syllabus* ☒ Attached

(*Add SL: before the title of course. Refer to documentation on the criteria for Service-Learning at: www.umaine.edu/upcc)

NEW COURSE:* ☒ New Course

Please complete the Gen Ed section located towards the bottom of this form, if applicable.

REASON FOR NEW COURSE*

**** CIE 436 will be crosslisted with CIE 536 ****

This course will satisfy the CIE technical elective environmental concentration for senior students and will be cross-listed for graduate students in MS, ME and PhD programs. Currently, there are no courses offered to capture environmental organic chemistry in the department and will allow students understand fundamental aspects of environmental pollution of synthetic organic compounds.

Department*

Civil and Environmental

EFFECTIVE SEMESTER:**Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

CIE

Proposed Course #* 536

Short Course Title App of Organic Chemistry
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript). *

Long Course Title* Applications of Organic Chemistry Principles

Course Description:*

Course provides a theoretical understanding of fundamental organic chemistry principles in the context of environmental engineering. These environmental principles include thermodynamic and kinetics of processes that change the fate and transport of organic pollutants in the environment. The special emphasis of this course is on physicochemical properties (e.g., vaporization, solvation, adsorption) to predict phase transfers among environmental compartments (e.g., air, water, sediments, biota) and compound transformation (e.g., chemical, photochemical, and biochemical transformation rates).

Course Note: CIE 436 and CIE 536 cannot both be taken for degree credit.

Prerequisites:

CIE 436 Pre Req: Grade of C or better in CHY 131/133 and CIE 331 or permission from the instructor for the undergraduate path.

CIE 536: Pre Req: Graduate standing in CIE or permission from the instructor for the graduate

path.

Corequisites:

**** When determining the number of credit hours for your course please note the Definition of an Undergraduate Student Credit Hour as published in the Undergraduate Catalog:**

Definition of an Undergraduate Student Credit Hour: The University of Maine and the University of Maine at Machias acknowledge and adhere to the federal definition of a credit hour with respect to courses offered face-to-face, in hybrid format, and online, as developed in 2010 and published in the *Code of Federal Regulations (CFR)*, Title 34, Part 600.02:

[A] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit [. . .] or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution[,] including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours. Rev. September 2018

Credit Hours:* 3

Does it meet Service-Learning?:* ☐ Yes ☒ No

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term? ☐ Yes ☒ No

Will this course be delivered using distance technology for over 50% of the class time? ☐ Yes ☒ No

(* if you answered yes to either of these questions below, please consult with CITL as soon as possible: <https://umaine.edu/citl/instructional-design-2/>)

Will this course be a travel study course? (If you answered yes, please contact the Division of Lifelong Learning as soon as ☐ Yes ☒ No

Learning as soon as possible for approval: <https://dll.umaine.edu>)*

- Curriculum Changes ***
- ☒ YES, I have submitted curriculum changes documenting how this new course will add to/change the degree requirements for any relevant majors/minors.
- ☐ NO, this course will not be added to any lists of requirements, and therefore I have not submitted curriculum changes for it.

If you answered yes, please attach an edited copy of the current catalog with proposed changes or memorandum with proposed changes.

If you answered yes, please include relevant curriculum changes here along with any edits that will be necessary with the addition of this course.

This course will be added to the Environmental Engineering Concentration.

This course will also be added under the Special Note Header of the Catalog.

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

COMPONENTS (type of course/used by Student Records for MaineStreet*)

<input type="checkbox"/> Applied Music	<input type="checkbox"/> Clinical	<input type="checkbox"/> Field Experience	<input type="checkbox"/> Independent Study
<input type="checkbox"/> Laboratory	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Recitation	<input type="checkbox"/> Research
<input type="checkbox"/> Seminar	<input type="checkbox"/> Simulation	<input type="checkbox"/> Studio	<input type="checkbox"/> Thesis
<input type="checkbox"/> Travel Course			

When will this course typically be offered *

<input type="checkbox"/> Fall	<input type="checkbox"/> Summer	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Alternating	<input type="checkbox"/> Variable
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TEXT(S) PLANNED FOR USE*

Schwarzenbach RP, Gschwend PM, Imboden DM (2017) Environmental Organic Chemistry, 3rd edition, Wiley.

COURSE INSTRUCTOR*

Onur Apul

Are additional resources required for this course?:*

- ☒ YES, please list additional resources required and note how they will be funded or supported.
- ☐ NO, the department will not request additional resources for this course, now or in the future, unless the request is accompanied by an explanation of how the increased funding or other support is to be provided.

Additional Resources Required

For any resources needed for this course that the instructor is seeking to secure from, or access through, Fogler Library, has Fogler's Head of Collection Services affirmed their

- ☐ YES, Fogler has affirmed that it has the digital and/or print resources needed for this course.
- ☒ NO, Fogler has not affirmed that it has the digital and/or print resources needed for this course (or, has confirmed that it cannot supply them).

availability? *

If you answered NO above, please plan accordingly as you prepare to deliver your course.

Will offering this course result in overload salary payments (either through the college or DLL) either to the instructor of this course or to anyone else as a result of rearranging teaching assignments? If yes, please explain:*

No

Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

The course content will be communicated other units to ensure there is no overlap in the material.

What other department/programs are affected? Have affected departments/programs been consulted? Have any concerns been expressed? Please explain:*

Possible departments that can have some overlap is chemistry and environmental science. We are currently in the process of discussing the course and its potential impacts on other programs.

CIE 436/536: Applications of Organic Chemistry Principles Spring 2024 Course Syllabus

Primary Instructor: Onur Apul

Office: Boardman Hall 207A

Email: onur.apul@maine.edu

Credit(s): 3

Office Hours: Monday 2:30 – 3:30; Wednesday 2:30-3:30; Thursday 8:30-9:30 or by e-mail appointment

Prerequisites: Grade of C or better in CHY 131/133 and CIE 331 or permission from the instructor for the undergraduate path. Graduate standing in CIE or permission from the instructor for the graduate path.

Class Meeting Schedule: TTh 9:30 – 10:45

Class Meeting Location: Boardman Hall 115

Course Description and Objectives: Course provides a theoretical understanding of fundamental organic chemistry principles in the context of environmental engineering. These environmental principles include thermodynamic and kinetics of processes that change the fate and transport of organic pollutants in the environment. The special emphasis of this course is on physicochemical properties (e.g., vaporization, solvation, adsorption) to predict phase transfers among environmental compartments (e.g., air, water, sediments, biota) and compound transformation (e.g., chemical, photochemical, and biochemical transformation rates).

Cross-listed Course Statement: These crosslisted courses cannot both be taken for degree credit.

Course Materials: Handouts will be provided before lectures, and complemented by selected readings from recent scientific literature. The following textbook will be followed by the instructor as the primary source and students are encouraged to obtain it as a reference book.

Schwarzenbach RP, Gschwend PM, Imboden DM (2017) Environmental Organic Chemistry, 3rd edition, Wiley.

Anslyn EV, Dougherty DA (2006) Modern Physical Organic Chemistry, University Science Books.

Workload: Reading assignments will be given weekly. Periodic homeworks and two mid-term exams will be given through the semester. A comprehensive final exam will be given at the end of the course.

Tentative Weekly Schedule:

W1: Introduction to Structure and Models of Bonding

W2: Introduction to Environmental Organic Chemistry

W3: Partitioning: Molecular Interactions and Thermodynamics

W4: Vapor Pressure

W5: Solubility in Water

W6: Review and Midterm Exam 1

W7: Air-Water Partitioning

W8: Organic Acids and Bases

W9: Sorption Processes Involving Organic Matter

W10: Review and Midterm Exam 2

W11: Thermodynamics and Kinetics of Transformation Reactions

W12: Hydrolysis and Reactions with Other Nucleophilic Species

W13: Redox Reactions

W14: Final Review

Class Presence and Participation: Classroom engagement will be capitalized and evaluated. Classroom engagement involves participation in discussion and questions during lectures and paper discussions. Consequently, class attendance is essential and will be compiled.

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, or generated by software or systems without the explicit approval of the instructor, 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.

Attendance: Students are responsible to attend all class and lab meetings.

Course Grading:

Individual assignments (UG)/Project (G):	18% / 18%
Mid-Term Exam 1:	23%
Mid-Term Exam 2:	23%
Final Exam:	34%
Participation:	<u>2%</u>
	100 %

Course Grade Chart:

Grade for roster	Grades	Percentage breakdown (%)
A, A-	4.00, 3.67	94-100, 90-93
B+, B, B-	3.33, 3.00, 2.67	86-89, 83-85, 80-82
C+, C, C-	2.33, 2.00, 1.67	76-79, 73-75, 70-72
D+, D, D-	1.33, 1.00, 0.67	66-69, 63-65, 60, 62
F	0.0	0-59

Student Learning Outcomes: The knowledge, skills, and dispositions that students are expected to learn as a result of their successful completion of the course include:

- defining general organic chemistry terminology,
- forming an information base and an ability to operate with reactive and non-reactive organic chemical interactions,
- formulating complex conceptual frameworks for organic compound interactions in environmental matrices,
- decoding some of the complexities and acknowledging the quantitative structure-activity relationships that organic compounds have in partitioning to different environmental compartments,
- familiarizing themselves with contemporary environmental pollution issues and possible mitigation strategies caused by organic chemicals (e.g., PFAS).

Student Accessibility Services: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symphlicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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.

Observation 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 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: 1-800-871-7741 or Partners for Peace: 1-800-863-9909. For other 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.

COVID-19 Statement: Please pay attention to the most recent announcements and statements from the university officials. Given the uncertain and dynamic nature of the pandemic, we should be committed to the best possible practices to keep you and all other black bears safe and healthy. The course schedule may change depending on unexpected changes due to Covid-19.

*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.

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 Bears Care Pact to protect the health of themselves, the health of others, and the college of our hearts always.

EHD - 547 - Technology and Teacher Leadership

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking “Files”.

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

**REASON FOR
NEW COURSE***

This course is part of a new graduate certificate in technology and teacher leadership with an emphasis on rural education. This will be a twelve credit graduate certificate geared towards practicing educators. Teacher leadership skills have been shown to increase resiliency and retention. This graduate certificate seeks to provide those capacities and better meet the educational and workforce demands. This particular course focuses on who technology can support teacher leadership development, especially (though not exclusively) in rural contexts.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester*

Spring

Year*

2025

PROPOSED CATALOG DESCRIPTION:

**Course
Designator***

EHD

Proposed Course #* 547

Course Type: ***Education Human Development**

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Tech and Teacher Leadership

Long Course Title* Technology and Teacher Leadership

Course Description:* In this course, students will explore and reflect upon their educational philosophy through the lens of a post Covid paradigm of education. Students will engage in a critical review of relevant theories of cognition, issues of access and equity, utilization of technology as an active learning tool, development of voice, professional networking as well as collaboration, and socio-historical-political contexts of education. The learning environment for the course will model different engagement, instructional, and assessment strategies including readings, multiple modes of discussion and reflection, practical applications, design projects, and social networks.

Prerequisites: None

Corequisites: None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students enroll multiple times in term? * ☐ Yes ☒ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended
☐ Hyflex ☐ In-Person ☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#))

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience
☐ Independent Study ☐ Laboratory ☐ Lecture
☐ Recitation ☐ Research ☒ Seminar ☐ Simulation
☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☒ Spring ☐ Alternating ☐ Variable

Text(s) Planned for Use* Readings will be provided through the LMS.

Course Instructor* Mia Morrison, Lecturer, 3/3

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

☒ No. The academic unit will not request additional resources for the course
☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

N/A

EHD 547 Technology and Teacher Leadership

EHD 547
3 Credits

Mia Morrison
mia.morrison@maine.edu
Office Hours by Appointment

Course Description

In this course, students will explore and reflect upon their educational philosophy through the lens of a post Covid paradigm of education. Students will engage in a critical review of relevant theories of cognition, issues of access and equity, utilization of technology as an active learning tool, development of voice, professional networking as well as collaboration, and socio-historical-political contexts of education. The learning environment for the course will model different engagement, instructional, and assessment strategies including readings, multiple modes of discussion and reflection, practical applications, design projects, and social networks.

Overview

This course will be a reflective experience for students to explore philosophy and practice, reflect upon education, and develop strategies and frameworks around which they can inspire and promote advancement or change across education. Students will explore current and ever shifting theories and conceptual models of teacher leadership as a mechanism for reflection, goal setting, growth as well as active participation in school culture and the educational paradigm at large.

Course Essential Questions

Essential Questions	CAI - PLO	IT - Domain	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 and Learner	Learning Environments	How might we use cognitive principles and conceptual models of technology integration to design effective instruction and assessment? How might teachers leverage knowledge and voice to improve student experience and outcomes?
How can technology enhance teaching and learning partnerships that support and promote innovative models of deeper learning?	Content Knowledge	Teaching and Learning	How might we use technology to enhance real world, collaborative, learner centered education? How might we connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues?
How can educators promote an understanding of the social, ethical and legal issues and responsibilities related to a globally connected society?	Instructional Practice	Digital Citizenship	How might we ensure that educators and learners practice ethical, legal and safe use of technology? How do we define effective instruction and continually strive to reflect and grow?
How can educators develop and model pedagogical and andragogical principles of learning to promote professional growth and practice in a globally connected society?	Professional Responsibility	Professional Practice	How might we use knowledge of andragogy and pedagogy to enhance our ability to leverage educational technology for teaching and learning? How might we use knowledge of andragogy and pedagogy to mentor and support others or advance our educational paradigm?
How can educators align vision, implementation, and practice to		Leadership	How might we advocate for appropriate use of

foster learning enhanced by technology?			technology in teaching and learning? How might we mentor and collaborate with others to advance curricula, student outcomes, and embrace the new normal in our educational paradigm?
All			How might we use the latest research, personal experiences, and a professional networks to collaborate and model growth mindset and improve the culture and collaboration in our schools, district, state, and beyond?

Student Learning Outcomes

1. Learning and Learner	1	a. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2	b. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	3	c. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Content Knowledge	4	a. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	5	b. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
Instructional Practice	6	a. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7	b. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	8	c. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility	9	a. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	10	b. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Learning Environments	1	Articulate a personal philosophy of educational practice that demonstrates awareness of educational psychology, cognitive principles, conceptual models for technology integration (i.e. TPACK, SAMR)) and learning theory
Teaching and Learning	2	Demonstrate fluency with new educational tools, and articulate the affordances and constraints of such tools to support educational practice
	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 educational technology to support personal experiences and deepen conceptual knowledge
	8	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

Required Readings and Texts

Available on Learning Management System (ex. Brightspace)

- Rebecca Buchanan, Tammy Mills & Evan Mooney (2020) Working across time and space: developing a framework for teacher leadership throughout a teaching career, *Professional Development in Education*, 46:4, 580-592, DOI: [10.1080/19415257.2020.1787204](https://doi.org/10.1080/19415257.2020.1787204)
- Sinha, S., & Hanuscin, D.L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education*, 63, 356-371.
- Drago-Severson, E. (2008). 4 practices serve as PILLARS for ADULT LEARNING. *Journal of Staff Development*, 29(4), 60-63,71. Retrieved from <https://library.umaine.edu/auth/EZproxy/test/authel.asp?url=https://search.proquest.com/scholarly-journals/4-practices-serve-as-pillars-adult-learning/docview/211510047/se-2>
(link : [Pillars for Adult Learning](#))

To be purchased

- Robinson, A.G. & Schroeder, D.M. (2005). Ideas Are Free: How the Idea Revolution Is Liberating People and Transforming Organizations. *Academy of Management Review*, 30(3), 639–641. <https://doi.org/10.5465/AMR.2005.17293759>

Course Schedule

- Each week will run Monday morning to Sunday evening, midnight.
- Work is due on assigned dates, any exceptions to this schedule must be made in advance. Please note that with online courses, discussion forum participation must be regular and on-going.
- Brightspace will contain a more detailed course schedule with assignments and due dates. I will detail the day that an assignment is due. In general, there will be 2 to 3 assignments, with the first one or two due on Wednesday or Thursday and the last assignment due Sunday by midnight. If there is no date given, you can assume the due date is Sunday at midnight.
- There are a number of zoom video conferences that will be scheduled during the course where attendance and participation in one each of the scheduled options is expected.

Weekly Outline

Domain	Week	Topic	Essential Questions
Effective Instruction	1	Intro - self reflection, learning environment	Introductions, self reflection and philosophy / stance
	2	Inquiry Stance (intro)	
Defining Teacher Leadership	3	Lit Review Historical <1995 to Current (pre vs post Covid)	Defining Teacher leadership through the years (lit review, experiential, effects of Covid on education) Historical (<1995) Current (pre vs post Covid)
Individual Factors	4	TPACK (self reflection) ISTE (changing educator standards)	Technology as the Keystone in COVID-19 Construction of Teacher Leaders: IMPACTS and future of TL Effective Instruction: the Bedrock of TL TLs as Lifelong Learners, Curious & Creative
	5	COVID experience Inquiry Stance (mid) TL Conceptual Frame	
	6	INDIVIDUAL FACTORS for TL development	
External Influences	7	Inquiry Stance (next level)	The Influence of Interactivity on Leadership Growth and Impact: the Segue from Individual to Contextual Factors Developing Voice: Moving into Collaborative Spaces Encouraging the Leader in Every Teacher Embracing Innovation Beyond the Classroom
	8	Expectations and Expanded Role	
	9	Social Media / Networking	
Organizational Factors	10	COVID and creation of new norms	Administrative Contribution in Supporting TLs to Reach and Sustain Full Potential Styles of (admin/building) Leadership Distributive New Normal leadership

Domain	Week	Topic	Essential Questions
Effective Instruction	1	Intro - self reflection, learning environment	Introductions, self reflection and philosophy / stance
	2	Inquiry Stance (intro)	
Defining Teacher Leadership	3	Lit Review Historical<1995 to Current (pre vs post Covid)	Defining Teacher leadership through the years (lit review, experiential, effects of Covid on education) Historical (<1995) Current (pre vs post Covid)
Individual Factors	4	TPACK (self reflection) ISTE (changing educator standards)	Technology as the Keystone in COVID-19 Construction of Teacher Leaders: IMPACTS and future of TL Effective Instruction: the Bedrock of TL TLs as Lifelong Learners, Curious & Creative
	5	COVID experience Inquiry Stance (mid) TL Conceptual Frame	
	6	INDIVIDUAL FACTORS for TL development	
	11	Leadership Frameworks (styles)	Flexibility in Times of Uncertainty Agents of Change – Leading the Way w/Admin Support
	12	Organizational Environment and Impacts of L Framework	
Final Project & TLeadership	13	Capstone & Reflection	Assessment/Reflection of School Culture/Leadership Ways of Knowing (Drago-Severson) Self as TL : Change Toolkit
	14		
	15		
** subject to modifications and changes			

Grading and Course Expectations

- 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.

<ul style="list-style-type: none"> • Weekly Assignments (40%) • Engagement (10%) • Learner Inquiry Project (15%) • Personal Inquiry Project (15%) • Final Project (20%) 	<ul style="list-style-type: none"> • A = 94-100 • A- = 90-93.9 • B+ = 87-89.9 • B = 83-86.9 • B- = 80-82.9 • C+ = 77-79.9 	<ul style="list-style-type: none"> • C = 73-76.9 • C- = 70-72.9 • D+ = 67-69.9 • D = 63-66.9 • D- = 60-62.9 • F = 0-59.9
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Course Schedule Disclaimer In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

My Philosophy and Policies

Adult Learners & Goal Setting

It is my desire to meet you, understand your background in education/industry, and your interest in using educational technology. I encourage you to advocate for how this course and each assignment meets your context and professional goals. Please take the opportunity to propose how this course can better meet your goals.

General Information

This course is a graduate course, I assume you are adult learners committed to the course objectives and also that you have busy personal and professional lives. I look forward to supporting you with the creation, development, and plan for your learning. I have clearly published the course schedule and expect you to manage your learning to meet deadlines and achieve the course outcomes. I am committed to supporting you and am available for virtual or in person meetings.

A few helpful notes:

- This course is an online course.
- Regular engagement with the course materials, learning management tools, and the instructor are expected.
- Each week expect to spend between 9-12 hours of work on your assignments.
- Assignments are expected on the due date.

About time: For each credit hour, students are expected to spend a minimum of two hours on work outside of class each week. For a 3 credit course, that would be 6 hours of work outside of class each week. In a f2f course, there would also be the 3 hours of in class instruction. For a 15 week semester, this translates to 135 hours of instruction; approximately 9 hours minimum each week.

Please expect to spend approximately 9-10 hours each work engaging with the materials, interacting with colleagues, and creating / submitting assets for feedback and evaluation.

- We will meet several times over zoom - there will be options for scheduling.
- I am easily accessible and am happy to check in. I will respond to email questions quickly, and am happy to arrange phone, virtual, or in-person meetings.

Communication

Brightspace and email will be the channels of communication for this course. Brightspace will be used to store all course-related links and documents. I expect you have activated and use your @maine.edu email (or have it forwarded to another account) so you will receive course communications. If you are trying to reach me, email is the best way to contact me.

Technology

This course will use a variety of technologies. It is required that you have access to high-speed internet connection, access to a computer with a modern processor, and the ability to work with different document formats. It is important that you have backup strategies in place to ensure your work is not lost.

Email: dlltechhelp@maine.edu

Work Phone 1.877.947.4357(HELP) or 207.581.4591

Office Location 5 Chadbourne Hall The University of Maine

Office Hours Technical support office hours: 8am to 4:30pm (M-F) during May Term, Summer & Breaks 8am to 6pm (M-Th) & 8am to 5pm (F) during Fall & Spring semesters

Limited Email Support Nights, Weekends, School Breaks & Holidays

Notes <https://online.umaine.edu/tech-support/>

UNIVERSITY 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 (***Date Issued:** September 1, 2020):
<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 any of your teachers about sexual 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.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

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

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 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.

Digital Services Required:

- Learning Management System: Brightspace
- Web Conferencing Service: Zoom (as needed)
- Library: <https://library.umaine.edu/>
- Computer requirements: Access to computer with high speed internet
- Other:
 - Adobe Acrobat Reader
 - Microsoft Office for completing assignments: this can be downloaded for free from the University of Maine Information Technology Software website (Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accessed and will not be accepted).
 - APA Style website or APA manual (6th edition)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication and Blackboard announcements are sent to your maine.edu email address

Technical Assistance:

If you are unfamiliar with the Brightspace Platform contact CITL@maine.edu

LMS - 517 - PK-12 Literature in School Libraries

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

The Library and Media Specialist (LMS) Certificate is currently 15 credits, providing the student upon completion a Conditional Media and Library Specialist (071) endorsement with the Maine Department of Education. The Instructional Technology Program is expanding the LMS Certificate to 24 credits which will provide the student upon completion a full Media and Library Specialist (071) endorsement with the Maine Department of Education. In order to expand the LMS Certificate to 24 credits, additional courses must be added to Certificate.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:**

Semester*

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:

Course Designator*

LMS

Proposed Course #* 517

Course Type: *

Library and Media Specialist

Short Course Title PK-12 Lit in Schl Libraries
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* PK-12 Literature in School Libraries

Course Description:* This course will be an overview of acquiring, promoting, and engaging with fiction and nonfiction literature appropriate for students in grades PK-12 in the school library. It will provide an in-depth exploration of literature for children and young adults within the context of school libraries. Developmental, cultural, and linguistic needs of all readers will be considered. School librarians as collaborators and literacy leaders will be emphasized.

Prerequisites: None**Corequisites:**

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term?

☐ Yes ☒ No

Instruction Mode:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components
(type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered *

☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use*

Short, K. G., & Cueto, D. W. (2023). *Essentials of children's literature*. Pearson.

Cart, M. (2022). *Young adult literature: From romance to realism*. ALA Neal-Schulman.

Course Instructor*

Paula Boyce

Adjunct Instructor, University of Maine

paula.boyce@maine.edu

Teaching Load: One course a semester

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☒ Yes
☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources? *	<input type="checkbox"/> No. The academic unit will not request additional resources for the course	<input checked="" type="checkbox"/> Yes
Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain. *	N/A	
Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course. *	N/A	

LMS 517 PK-12 Literature in School Libraries

Fall 2024

Course Information

Number of credits: 3

Prerequisites: none

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 Conferencing Service (i.e. 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

Paula Boyce, Instructor

paula.boyce@maine.edu

Instructional Methods and Materials

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

(Possible) Required Textbooks:

Short, K. G., & Cueto, D. W. (2023). *Essentials of children's literature*. Pearson.

Cart, M. (2022). *Young adult literature: From romance to realism*. ALA Neal-Schulman.

Course Goals:

Course Description

This course will be an overview of acquiring, promoting, and engaging with fiction and nonfiction literature appropriate for students in grades PK-12 in the school library. It will provide an in-depth exploration of literature for children and young adults within the context of school libraries. Developmental, cultural, and linguistic needs of all readers will be considered. School librarians as collaborators and literacy leaders will be emphasized.

Instructional Objectives

Throughout this course, students will read classic and contemporary fiction and nonfiction literature that spans the interest and ability levels of their readers and the curriculum needs of teachers. The role of literature in literacy learning and curriculum development will be examined and criteria for evaluating and selecting fiction and nonfiction materials will be explored. Students will engage in online collaborative work and develop research-based professional learning opportunities to present to peers.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand the role of literature in school libraries and its impact on student learning.
- Identify appropriate books, genres, and formats by distinguishing among their defining features and characteristics.
- Promote wide reading of a variety of print and digital materials and resources.
- Consider curriculum implications of library resources for teachers and students.
- Develop literacy initiatives and creative strategies for using children's and young adult literature in school library environments.
- Establish and use criteria to evaluate fiction and nonfiction materials appropriate for children and young adults.
- Curate diverse collections of literature addressing issues of diversity, equity, and inclusion.
- Foster a lifelong love of literature in PK-12 students.
- Collaborate with peers to enhance learning through discussions and projects.

How does the course explore the central questions?

Essential Question(s)	ALA AASL	Depth of Engagemer 0=not at all
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	CAEP Standard	1= introduction 2=moderate 3==extensive
Learning Environments: How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	AASL 1.1, 1.2, 1.4,	1
Teaching and Learning: How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?	AASL 2.1, 2.2, 3.1, 4.2	2
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?	AASL 2.3, 4.2	1
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?	AASL 2.2, 5.1	2
Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?	AASL 5.1	1

Essential Questions

- S1.1 How can librarians engage learners' interests to think, create, share and grow as they design and implement instruction?
- S1.2 How can librarians include all learners and show respect for cultural diversity?
- S1.4 How can librarians create both physical and virtual learner-centered environments that are engaging and equitable and encourage positive social interaction?
- S2.1 How can librarians effectively collaborate with other professionals to provide appropriate instruction for a diverse group of learners?
- S2.2 What instructional strategies and technologies can librarians use to provide opportunities for inquiry-based and engaged learning?
- S3.1 What resources and knowledge can aid librarians in curating a collection that addresses the developmental, cultural, social, and linguistic needs of all learners?
- S3.1 What literacy strategies, initiatives or research-based programs can librarians create to motivate and engage all students in reading and learning?
- S4.2 How can librarians select and evaluate a variety of high quality print and digital resources and curriculum materials that address developmental, cultural, social and linguistic needs of a diverse group of learners?
- S5.1 What are some innovative ways that librarians can share their knowledge of literature and its impact on student learning with their peers?

Possible Assignment

Reader Interview	(Module 4)	20 points
Fiction/Non-Fiction Book Evaluation	(Modules 6 & 7)	60 points
Digital Book Creation and Presentation	(Module 12)	40 points
Professional Development Activity	(Module 13)	40 points
Classroom Discussion (10 point each)	(Various Modules)	30 points
Online Book Club Participation	(Module TBD)	30 points
Learning Station Assignment	(Module TBD)	30 points
		<hr/> 250 Total

- **Fiction/Non Fiction Book Evaluation:** a) Evaluate a fiction book using established criteria (Student Learning Outcomes # 6) b) Evaluate a nonfiction book using established criteria (Student Learning Outcomes # 6) (Student Learning Outcomes # 1, 4, 7)
- **Digital Book Creation and Presentation:** Create and present digital book talks representing a variety of genres, formats, and interests. (Student Learning Outcomes # 2, 3, 8)
- **Professional Development Assignment:** Design professional development for peers about any topic related to using literature to impact/improve student learning (Student Learning Outcomes # 2, 4)
- **Online book club / discussion group** with classmates (Student Learning Outcomes # 1, 5, 8)
- **Classroom Discussions** Address prompts related to required reading/viewing and replying to peers' posts (Student Learning Outcomes # 1-9)
- **Reader Interview:** Interview a young adult about reading habits and attitudes
- **Learning Station Assignment:** Create learning stations to expose students to a variety of skills/strategies

Grading and Course Expectations

94 - 100	A	77 - 79	C+
90 - 93	A-	73 - 76	C
87 - 89	B+	70 - 72	C-
83 - 86	B	< 70	F

Course Schedule

Module/Week/Topic	(Possible) Readings/Viewings	Essential Question(s)	Assignments
Learners and Books			
1 Value of Literature	Short & Cueto ch. 1 Cart, ch. 6 Story as World Making and Using Children's Literature for Dynamic Learning Frames and Growth Mindsets	S3.1, S4.2	Discussion Board *Introduction *Student Survey
2 Genre Exploration	Short & Cueto ch. 6-12 Card ch. 8	S 1.2, S3.1	Book Talk on selected genre
3 Genre Exploration	Short & Cueto ch. 6-12 Card ch. 8	S 1.2, S3.1	Book Talk on selected genre
4 Connecting Readers to Books	Short & Cueto ch. 2 NCTE Position Statement on Preparing Teachers with Knowledge of Children's and Adult Literature	S1.1, S3.1, S4.2	Interview a Reader / Reader Interest Invento
Instruction			
5 Growth Mindset	Short & Cueto ch. 3,5 Using Children's Literature for Dynamic Learning Frames and Growth Mindsets View: Developing a Growth Mindset	S2.2	Discussion Board *Instructional Backgrou -Children -Young Adults -Adults
6 Evaluation Resources	Power, B. M. (2003). Leveled: Fiction that could one day be true.	S4.2	Evaluate a fiction book
7 Visual Literacy	Short & Cueto ch. 4 Reading Pictures: How Visual Literacy Works Visual Literacy as a Classroom Approach	S4.2	Evaluate a nonfiction book
8 Differentiating		S2.2	Conversation Stations
Applying Knowledge			
9 Diversifying Collections		S1.2	Discussion Board TED Talk

10 Promoting Diversity		S1.1, S1.2, S3.1	Diverse Book Display
11 Meeting Needs of all Learners		S1.1, S2.1, S3.1, S4.2,	Text Set
12 Overall Curriculum		S.1, S.2, S2.2, S3.1, S4.2	Digital Book Creation
Literacy Leadership			
12 Censorship / Book Challenges	Short & Cueto ch. 13 Card ch. 15	S1.2, S4.2	Discussion Board NCTE Position Statement Students Right to Read
13 Leading Adult Learners	Engaging Adult Learners in Professional Dev. Environments	S2.1, S2.2, S5.1	Professional Development Activity
14 Collaboration	Short & Cueto ch. 14	S1.1, S1.4, S2.2, S3.1, S 5.1	Literature Unit
15 Putting it All Together			Final Reflection

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, or generated by software or systems without the explicit approval of the instructor, to fake

LMS - 559 - School Library Leadership

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

The Library and Media Specialist (LMS) Certificate is currently 15 credits, providing the student upon completion a Conditional Media and Library Specialist (071) endorsement with the Maine Department of Education. The Instructional Technology Program is expanding the LMS Certificate to 24 credits which will provide the student upon completion a full Media and Library Specialist (071) endorsement with the Maine Department of Education. In order to expand the LMS Certificate to 24 credits, additional courses must be added to Certificate.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental

EFFECTIVE SEMESTER:**Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

LMS

Proposed Course #* 559**Course Type: ***

Library and Media Specialist

Short Course Title
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

School Lib Leadership

Long Course Title* School Library Leadership

Course Description: *

School librarians are uniquely positioned to reach all students, teachers, and administrators in the learning community. This course examines how school librarians can positively impact student learning through providing leadership in curriculum development, instructional design, technology integration, professional development, student advocacy, information literacy instruction, and collaboration.

Prerequisites:

None

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term?** * ☐ Yes ☒ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person

☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study

☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar

☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

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

Additional readings found on syllabus

Course Instructor* Rebecca Bushby, MEd, MSLIS

Adjunct Instructor, University of Maine

Information Literacy Librarian, University of Southern Maine

rebecca.bushby@maine.edu

Teaching Load: one course each fall and spring.

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☒ Yes
☐ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?*

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

N/A

Course Frequency: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

N/A

LMS 559 School Library Leadership

Course Information

School librarians are uniquely positioned to reach all students, teachers, and administrators in the learning community. This course examines how school librarians can positively impact student learning through providing leadership in curriculum development, instructional design, technology integration, professional development, student advocacy, information literacy instruction, and collaboration.

Number of Credits: 3

Prerequisites: none

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

Rebecca Bushby, MEd, MSLIS rebecca.bushby@maine.edu

Rebecca Bushby is the Information Literacy Librarian at the University of Southern Maine, and a lecturer with the collaborative instructional technology program, a partnership between the University of Maine, UMaine Farmington, and the University of Southern Maine.

Instructional Materials and Methods

TBD

Supplemental text

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

Additional readings to be provided via online course management system and through library resources.

Course Goals:

Instructional Objectives:

Leadership, advocacy, and professional responsibility are cornerstones of growth for school librarians. In order to grow as leaders and advocates, school librarians should engage in professional learning, both their own and that of their colleagues.

In this course students will engage in individual and online collaborative work.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- engage in ongoing professional learning.
- deliver professional development designed to meet the diverse needs of all members of the learning community.
- lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

- advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.
- model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

Essential Questions

- S 5.1 Why engage in ongoing professional learning?
- S 5.1 Why participate in the wider educational community through membership and participation in professional organizations and personal learning communities?
- S 5.2 How can librarians lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library?
- S 5.2 How can librarians provide leadership outside their own school buildings?
- S 5.3 How do librarians collaborate with the larger education and library community to advocate for all learners, resources, services, policies, procedures, and school libraries?
- S 5.3 How do librarians network with colleagues and the professional community to advocate for school libraries and educational improvement?
- S 5.4 What are the ethical practices of librarianship?
- S 5.4 What are the American Library Association policies and position statements on ethics and the rights of library patrons.
- S 5.4 How do librarians support the rights of P12 students, including the right to read, the right to privacy, and free inquiry?
- S 5.4 How do librarians defend students' rights to read and access information?

Grading and Course Expectations

Academic expectations

Students are expected to participate fully in the online learning experience and contribute to the learning environment. Regular and substantive engagement in discussion boards is expected. Assignments, including discussion posts, must be submitted on time. If there is an extenuating circumstance, please communicate with me with as much advance notice as possible.

All work should be proofread and edited. *After completing an assignment, but prior to submitting it, students may use generative AI services to check grammar, code, the clarity of their presentation, and style. No citation for this use is required.* You must use

APA style, 7th edition for this course. All work must be submitted through Brightspace unless otherwise indicated.

Assignment	Value
Weekly Discussion Posts (15)	75
Professional Learning Plan	60
Collaborative Instruction Plan	30
Professional Development Presentation	30
Newsletter/Infographic	30
Intellectual Freedom Event	30
Challenge Policy	30
PL Event Reflection	30
Total	315

Final grade will be calculated by tallying total points and dividing by [TOTAL]

A	94 - 100	B	83 - 86	C	73 - 76
A-	90 - 93	B-	80 - 82	C-	70 - 72
B+	87 - 89	C+	77 - 79	F	< 70

Course Schedule:

Our weeks will run from Monday morning to Sunday evening.

Week	Topics	Activities and Assignments	Readings <i>TBD</i>
	Module: Professional Learning		

1-3	<p>S 5.1 Why engage in ongoing professional learning?</p> <p>S 5.1 Why participate in the wider educational community through membership and participation in professional organizations and personal learning communities?</p>	<p>Introduction</p> <p>Join state professional association</p> <p>Select one association event (conference, meeting, committee) to attend during the course</p> <p>Start professional learning plan</p> <p>Small group PLN</p> <p>Discussion</p>	<p>Smith, D. (2014). Improving the leadership skills of pre-service school librarians through leadership pre-assessment. <i>Journal of Education for Library and Information Science</i>, 55(1), 55-68.</p> <p>Smith, D. (2011). Educating pre-service school librarians to lead: A study of self-perceived transformational leadership behaviors. <i>School Library Media Research</i>, 14.</p>
	Module: Leadership and Collaboration		
4-6	<p>S 5.2 How can librarians lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library?</p> <p>S 5.2 How can librarians provide leadership outside their own school buildings?</p>	<p>Design collaborative instruction plan</p> <p>Create professional development presentation</p> <p>Small group PLN</p> <p>Discussion</p>	<p>Burns, E. (2018). Advocating for change in school library perceptions. <i>Teacher Librarian</i>, 46(1), 8-14.</p> <p>Harvey, C. (2013). The librarian's role in schoolwide professional development. <i>Library Media Connection</i>, 32(3), 24-25.</p>
	Module: Advocacy		
7-9	<p>S 5.3 How do librarians collaborate with the larger education and library community to advocate for all learners, resources, services, policies, procedures, and school libraries?</p> <p>S 5.3 How do librarians network with colleagues and the professional community to advocate for school libraries and educational improvement?</p>	<p>Mid-term reflection</p> <p>Design outreach newsletter or Infographic</p> <p>Continue professional learning plan</p> <p>Small group PLN</p> <p>Discussion</p>	<p>Everhart, N., & Mardis, M. M. (2014). What do stakeholders know about school library programs? Results of a focus group evaluation. <i>School Library Research</i>, 17, 1-14.</p> <p>Moreillon, J., & Ballard, S. D. (2012). Coteaching: A pathway to leadership. <i>Knowledge Quest</i>, 40(4), 6-9.</p>
	Module: Ethical Practice		
10-13	<p>S 5.4 How do librarians support the rights of P12 students, including the right to read, the right to privacy, and free inquiry?</p>	<p>Plan intellectual freedom event</p> <p>Develop challenge policy</p> <p>Professional learning plan</p> <p>Small group PLN</p> <p>Discussion</p>	<p>American Library Association. (2019). Library Bill of Rights.</p> <p>Dawkins, A. M. (2018). The decision by school librarians to self-censor: The impact of perceived administrative</p>

	S 5.4 How do librarians defend students' rights to read and access information?		discomfort. <i>Teacher Librarian</i> , 45(3), 8-12.
	Module: Synthesize		
14-15	S 5.1 Why engage in ongoing professional learning? S 5.1 Why participate in the wider educational community through membership and participation in professional organizations and personal learning communities?	Professional learning event reflection Guest presentation: 657 Seminar course Small group PLN Discussion	

Course Policies

Communication

We will communicate via Brightspace, @maine.edu email, and Zoom. You will need to activate and use your @maine.edu email to receive course communications. Email is the best way to reach me.

Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

Campus Policies

Use of AI

Students may use generative AI services to help develop and explore responses to assignments. This would include using such services to uncover potential gaps or missing components in the analysis, presentation, code, calculation, and/or graphic. **All content and materials submitted must be authored or developed solely by the student or the student members of a group project.** No citation for this use is required.

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, or generated by software or systems without the explicit approval of the instructor, 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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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 Violence Policy

[There are two versions of this statement. You must include either the long version or the short version in your syllabus.]

Long Version:

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 sexual discrimination, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence),

sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The University can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one person reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

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

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 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.

Short Version:

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.

LMS - 657 - Seminar in Library and Media Studies

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

**REASON FOR
NEW COURSE***

The Library and Media Specialist (LMS) Certificate is currently 15 credits, providing the student upon completion a Conditional Media and Library Specialist (071) endorsement from the Maine Department of Education. The Instructional Technology Program is expanding the LMS certificate options to 24 credits which will upon completion of both certificates, provide a full MDOE Media and Library Specialist (071) endorsement. In order to expand the LMS Certificate to 24 credits, additional courses must be added to Certificate.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:

**Course
Designator***

LMS

Proposed Course #* 657

Course Type: ***Library and Media Specialist**

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Seminar in Lib and Media Stud

Long Course Title* Seminar in Library and Media Studies

Course Description:* The Seminar is a culmination of the LMS program of study that requires each student to engage deeply with and reflect upon their own body of cumulative work, as well as the domains of the Essential Questions (EQs) of the program. To provide evidence of their competency in each of the domains, students will create a digital portfolio that includes exemplars of their work with a statement of competency that is supported by current research. Students who are successful in this course are skilled at independent research and time management. If the student is seeking endorsement from the Maine State Department of Education (071 Librarian Media Specialist), the digital portfolio will form the foundation for the portfolio requirement for state certification.

Prerequisites: 15 Library and Media Studies credits

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students enroll multiple times in term? * ☐ Yes ☒ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended
☐ Hyflex ☐ In-Person ☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#))

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience
☐ Independent Study ☐ Laboratory ☐ Lecture
☐ Recitation ☐ Research ☒ Seminar ☐ Simulation
☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered *

☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use* Moreillon, J. (Ed.). (2021). Core values in school librarianship: Responding with commitment and courage. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

Additional Readings found in syllabus

Course Instructor* Iris Eichenlaub

Adjunct Faculty University of Maine

Adjunct Faculty Univeristy of Maine at Augusta

One course a semester

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

- ☒ Yes
☐ No

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

- ☒ No. The academic unit will not request additional resources for the course
☐ Yes

Units Affected: N/A
What other academic units are affected (e.g. course overlap, prerequisites)?
Have the affected units been consulted?
Any concerns expressed?
Please explain.*

Course Frequency: Does N/A
Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

LMS 657: Seminar in Library and Media Studies

Course Information

Number of Credits: 3

Prerequisites: 15 Library and Media Studies credits

Course frequency will vary.

Course Description:

The Seminar is a culmination of the LMS program of study that requires each student to engage deeply with and reflect upon their own body of cumulative work, as well as the domains of the Essential Questions (EQs) of the program. To provide evidence of their competency in each of the domains, students will create a digital portfolio that includes exemplars of their work with a statement of competency that is supported by current research. Students who are successful in this course are skilled at independent research and time management. If the student is seeking endorsement from the Maine State Department of Education (071 Librarian Media Specialist), the digital portfolio will form the foundation for the portfolio requirement for state certification.

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 will use:

- Web Conferencing Service (i.e. 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
- Other digital platforms for presenting Seminar Portfolio, per student choice

Faculty Information

[Iris Eichenlaub](#)

iris.eichenlaub@maine.edu

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.

Required text:

Moreillon, J. (Ed.). (2021). Core values in school librarianship: Responding with commitment and courage. Libraries Unlimited, an imprint of ABC-CLIO, LLC.

Course Goals:

Instructional Objectives:

The LMS Seminar is a culmination of the LMS program of study. Central to the Seminar is the creation of a digital portfolio that provides evidence of competency in the domains of the Essential Questions (EQs) of the LMS program. Students will review current sources of literature and research and write a statement of competency for each domain. Students will design a plan for professional development for educators based on a domain of their choice. Throughout the course, students will practice professional reflection and synthesize their learning in the LMS program

Student Learning Outcomes

Students will:

- Reflect and assess evidence of their learning during their enrollment in the LMS program.
- Create a portfolio that demonstrates competence in each of the five Essential Questions (EQ) of the LMS program, including evidence of their learning as well as a statement of competency for each EQ.
- Collaborate with peers to create a shared repository of current literature that ties to each EQ.
- Design a professional learning activity for educators on a topic of their choice, connected to one of the EQs.

How does the course explore the central questions?

Essential Question(s)	ALA AASL CAEP Standard	Depth of Engagement 0=not at all 1= introduction 2=moderate 3==extensive
Learning Environments: How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	AASL 1.1–1.4, 3.3	2
Teaching and Learning: How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?	AASL 2.1, 2.2	2
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?	AASL 2.3, 3.2	2
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?	AASL 2.2, 5.1, 5.4	2
Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?	AASL 4.1, 4.3, 5.2, 5.3	2

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:

94 - 100	A	77 - 79	C+
90 - 93	A-	73 - 76	C
87 - 89	B+	70 - 72	C-
83 - 86	B		
80 - 82	B-	< 70	F

Assignments:

The LMS Seminar is comprised of the following assignments:

LMS Digital Portfolio

Each 2-week segment is centered around one Essential Question from the LMS program. Students will review their body of coursework throughout the program and select 3-4 documents as evidence of their understanding of and competency with the EQ.

For each EQ, students will write a 2-3 page statement of competency that includes a reflection and rationale for their selections (how each piece of evidence demonstrates their understanding, how they've grown etc), drawing on current literature (within 2-4 years) to support their reasoning.

The platform for the digital portfolio will be by student choice. The platform must be able to support the student's evidence as PDFs or links to digital documents.

The use of AI-generated content is prohibited for the Portfolio assignment.

Hive Mind Resource List

For each EQ, students will add their current literature selections (cited in their competency statements) to a shared Google Doc in APA format, 7th ed. The entry will include a *brief* 1-3 sentence summary/annotation. This document is a co-constructed resource that students will access later as a resource for their own professional learning.

For this assignment, students will be required to use a free generative AI service (Chat GPT or other) to create the 2-3 sentence summaries that will accompany each shared resource. Since this is a requirement of the assignment, students will not be required to include a citation for their AI-generated summaries.

Students will also use this resource as they plan their Professional Learning in Module 2.

Plan for Professional Development

Students will review their portfolio and identify a personal area of strength or one they feel needs more development in the 5 domains of EQs.

With that domain in mind, students will plan a 1.5 hour in-service workshop for fellow educators, utilizing relevant articles and research from the Hive Mind Resource List, knowledge of their target audience, targeted areas of need, etc.

Students may choose their target audience of educators, and will apply best practices for planning for an enriching and actionable professional learning experience.

The use of AI-generated content is prohibited for this assignment.

Grading Criteria

Assignment / Assessment	Value
Graded Discussion (4 @ 10 pts)	40
Hive Mind Resource List (5 @ 5 pts)	25
Plan for Professional Development	25
LMS Digital Portfolio	50
TOTAL	140

Course Schedule:

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

Readings / Assignment Schedule **(subject to alteration with notice)**

Week	Topics and Activities	Essential Questions
MODULE 1: Portfolio		

<p>1: [DATES]</p>	<p>Intro Week - Overview, get to know you, work in context, platforms, etc.</p> <p>Reading</p> <p>No assigned reading this week.</p> <p>Activities</p> <p>Watch Orientation Lectures:</p> <ul style="list-style-type: none"> • Intro to course - structure, how we'll use Brightspace, module 1 structure, and module 2, how to communicate with me, optional office hrs. Week 3 and by appt. • provide overview of the portfolio assignment, possible digital platforms and considerations, suggestions for organizing/reviewing body of work. • Competency essay - what is it, goal/rubric, sourcing/ including current research and literature • Introduce collaborative Google Doc for "finds" in current research / organized by EQ • Overview of module 2 project: Plan for professional development <p>Assignment</p> <p>No assignment due this week.</p> <p>Graded Discussion</p> <ul style="list-style-type: none"> • Virtual introduction to peers. • On Brightspace, identify strengths/challenges as self-directed learners. What helps or hinders your progress? 	
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<p>2 & 3: [DATES]</p>	<p>Reading Intro viii-xiv Chapter 1 “Equity” & Chapter 2 “Diversity, p.4-35</p> <p>Activities</p> <ul style="list-style-type: none"> • Optional office hours by Zoom on [DATE/TIME] • Portfolio: [insert DOMAIN] - review body of work, select exemplars, craft statement of competency with supporting research. <p>Assignments</p> <ul style="list-style-type: none"> • Contribute to Hive Mind Resource List [DATE - end of 2nd week of 2-wk block] • Submit essay for ungraded feedback plus link to portfolio for instructor review [DATE - end of 2nd week of 2-wk block] <p>Discussion Ungraded open forum for questions, peer feedback, sharing resources or approaches to organization.</p>	<p>Learning Environments: <i>How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?</i></p>
<p>4 & 5: [DATES]</p>	<p>Reading Chapter 5 “Relationships p. 75-90; Chapter 9 “Collaboration” p. 141-158.</p> <p>Activities</p> <ul style="list-style-type: none"> • Portfolio: [insert DOMAIN] - review body of work, select exemplars, craft statement of competency with supporting research. <p>Assignments</p> <ul style="list-style-type: none"> • Contribute to Hive Mind Resource List [DATE - end of 2nd week of 2-wk block] • Submit essay for ungraded feedback plus link to portfolio for instructor review [DATE - end of 2nd week of 2-wk block] <p>Graded Discussion Share your in-process portfolio with your peers for constructive feedback. Based on the portfolio rubric, where do you see areas of strength or needs for improvement?</p>	<p>Teaching and Learning: <i>How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?</i></p>

	Consider aspects of your peers' portfolios that you might include in your own portfolio.	
6 & 7: [DATES]	<p>Reading</p> <p>Chapter 3 "Inclusion" and Chapter 4 "Intellectual Freedom" p. 37-72</p> <p>Activities</p> <ul style="list-style-type: none"> Portfolio: [insert DOMAIN] - review body of work, select exemplars, craft statement of competency with supporting research. <p>Assignments</p> <ul style="list-style-type: none"> Contribute to Hive Mind Resource List [DATE - end of 2nd week of 2-wk block] Submit essay for ungraded feedback plus link to portfolio for instructor review [DATE - end of 2nd week of 2-wk block] <p>Discussion</p> <p>Ungraded open forum for questions, peer feedback, sharing resources or approaches to organization.</p>	<p>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?</p>
8 & 9: [DATES]	<p>Reading</p> <p>Chapter 6 "Principal–School Librarian Partnerships"</p> <p>Activities:</p> <ul style="list-style-type: none"> Portfolio: [insert DOMAIN] - review body of work, select exemplars, craft statement of competency with supporting research. <p>Assignments</p> <ul style="list-style-type: none"> Contribute to Hive Mind Resource List [DATE - end of 2nd week of 2-wk block] Submit essay for ungraded feedback plus link to portfolio for instructor review [DATE - end of 2nd week of 2-wk block] <p>Discussion</p> <p>Ungraded open forum for questions, peer feedback, sharing resources or approaches to organization.</p>	<p>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?</p>

<p>10 & 11:</p> <p>[DATES]</p>	<p>Reading</p> <p>Chapter 7 “Leadership”, and Chapter 8 “Advocacy” - p. 107-138</p> <p>Activities</p> <ul style="list-style-type: none"> Portfolio: [insert DOMAIN] - review body of work, select exemplars, craft statement of competency with supporting research. <p>Assignments</p> <ul style="list-style-type: none"> Contribute to Hive Mind Resource List [DATE - end of 2nd week of 2-wk block] Submit essay for ungraded feedback plus link to portfolio for instructor review [DATE - end of 2nd week of 2-wk block] <p>Graded Discussion</p> <p>Share your in-process portfolio with your peers for constructive feedback. Based on the portfolio rubric, where do you see areas of strength or needs for improvement? Consider aspects of your peers’ portfolios that you might include in your own portfolio.</p>	<p>Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?</p>
<p>MODULE 2: Lead Learning</p>		
<p>12 & 13:</p> <p>[DATES]</p>	<p>Reading</p> <p>Berg, J. H. (2022, February 2). Planning powerful teacher-led professional learning. ASCD. https://www.ascd.org/blogs/planning-powerful-teacher-led-professional-learning</p> <p>Novak, K., & Rowell, L. (2021, June 28). 5 essential strategies for planning effective professional learning. Edutopia. https://www.edutopia.org/article/5-essential-strategies-planning-effective-professional-learning/</p> <p>Activities</p> <ul style="list-style-type: none"> Weeks 12 & 13: work with your assigned partner to share your Plans for Professional Learning and offer feedback to each other. Partners will determine the platform for feedback — Zoom, Google Docs, etc. <p>Assignment</p>	

	<p>No assignment due this week.</p> <p>Discussion</p> <p>No discussion forum this week.</p>	
14:	<p>Final week - Wrap up</p> <p>Reading:</p> <p>No assigned reading</p> <p>Activities</p> <ul style="list-style-type: none"> • Complete the course evaluation. • Record a 5-8 minute video walkthrough of your Plan for Professional Learning to share with the class. <p>Assignments</p> <ul style="list-style-type: none"> • Submit your final LMS Digital Portfolio on Brightspace.. • Submit your Plan for Professional Development on Brightspace. <p>Graded Discussion</p> <p>Post your video walkthrough of your Plan for Professional Development. Offer your peers constructive feedback.</p>	

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 substantive 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.

Statement on the Use of Generative AI:

LMS 657 is a course that's designed to stimulate reflective thinking and demonstrate the application of their learning as students near completion in the LMS program. For the purposes of the Portfolio and Plans for Professional Learning assignments, the use of generative AI is prohibited.

For the Hive Mind Resource List, students will be required to use a free generative AI service (Chat GPT or other) to create the 2-3 sentence summaries that accompany each shared resource. Since this is a requirement of the assignment, students will not be required to include a citation for their AI-generated summaries.[1]

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, or generated by software or systems without the explicit approval of the instructor, 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/>

Last Updated: 07.07.2023

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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with

SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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.

Last Updated: 06.28.2023

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.

Last Updated: 08.17.2020

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.

Last Updated: 08.17.2020

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 \(open in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

Last Updated: 08.17.2020

new

LMS - 580 - Summer Technology Institute for Library and Media Studies

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

The Library and Media Specialist (LMS) Certificate is currently 15 credits, providing the student upon completion a Conditional Media and Library Specialist (071) endorsement from the Maine Department of Education. The Instructional Technology Program is expanding the LMS certificate options to 24 credits which will upon completion of both certificates, provide a full MDOE Media and Library Specialist (071) endorsement. In order to expand the LMS Certificate

to 24 credits, additional courses must be added to Certificate.

Department*

School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:

Course Designator*

LMS

Proposed Course #* 580

Course Type: *

Library and Media Specialist

Short Course Title Summer Tech Institute for LMS
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Summer Technology Institute for Library and Media Studies

Course Description:* This course is for librarians seeking to enhance their knowledge and skills when and by using educational technology to support coaching, supporting, teaching and learning. Participants will engage in online study, and complete participation in a conference like event. The course will include strands to allow for focused study of literature, research, and practices with regards to the use of educational technology in library and media environments. Students will participate in both individual and collaborative projects. The focus will be pedagogically driven practices for technology in virtual, blended, and in-person environments. The course is designed for a wide variety of librarians and educators as well as educational technology skill levels.

Prerequisites: None

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 2

Credit hours: 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students enroll multiple times in term? * ☐ Yes ☒ No

Instruction Mode: ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet) * ☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use * LEARNING EVOLUTION : The New Era of AI in the Classroom
BY Carl Hooker

IDEAS ARE FREE : HOW THE IDEA REVOLUTION IS LIBERATING PEOPLE AND TRANSFORMING ORGANIZATIONS

BY ROBINSON, ALAN G. AND SCHROEDER, DEAN M. (2006)

Course Instructor * Mia Morrison

Advisor, Instructional Technology Programs

Lecturer of Instructional Technology, University of Maine

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? * ☒ Yes ☐ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes

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

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.* N/A

LMS 580: Summer Technology Institute for Library and Media Studies

Course Information

This course is for librarians seeking to enhance their knowledge and skills when and by using educational technology to support coaching, supporting, teaching and learning. Participants will engage in online study, and complete participation in a conference like event. The course will include strands to allow for focused study of literature, research, and practices with regards to the use of educational technology in library and media environments. Students will participate in both individual and collaborative projects. The focus will be pedagogically driven practices for technology in virtual, blended, and in-person environments. The course is designed for a wide variety of librarians and educators as well as educational technology skill levels.

Number of Credits: 3

Prerequisites: none

Course frequency will vary

Course Delivery Method

Mode of Instruction

Online, Asynchronous,

Also includes some online, synchronous time TBD

Time Options

Asynchronous

Synchronous time 8/6/24 - 8/8/24

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

Mia Morrison is an instructional technology specialist and a lecturer in instructional technology with the collaborative instructional technology program, a partnership between the University of Maine, UMaine Farmington and University of Southern Maine.

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.

Required Readings and Texts



IDEAS ARE FREE : HOW THE IDEA REVOLUTION IS LIBERATING PEOPLE AND TRANSFORMING ORGANIZATIONS

BY ROBINSON, ALAN G. AND SCHROEDER, DEAN M. (2006)

https://www.amazon.com/Ideas-Are-Free-Transforming-Organizations/dp/1576753743/ref=tmm_pap_title_o?encoding=UTF8&qid=1590109064&sr=1-1

Please buy in format of your preference from bookseller of your preference



LEARNING EVOLUTION : The New Era of AI in the Classroom

BY Carl Hooker

Additional materials for this course will be made available online through various learning management tools.

Course Goals:

Instructional Objectives:

The Instructional objectives will approved by the Program Coordinator before the course is taught

Student Learning Outcomes

Student Learning Outcomes

Each summer students in the Summer Technology Institute will tackle issues related to these central questions. Depending on the strand and workshops selected, students have the

opportunity to customize the learning experience.

Aligning to the current standards for school librarianship by the American Library Association and the American Association for School Librarians, this course aligns with our program goals to develop the knowledge and skills to manage school libraries and information services, where students in this program learn how to:

- Become an effective educator of learning in the digital age including instruction, assessment, and curriculum development
- Demonstrate efficient and ethical information-seeking behavior and teach this behavior to students
- Apply theories of Library Information Science to school libraries including teaching, management, and leadership
- Strategically plan, facilitate and advocate for flexible, open access to library resources and services
- Be an ethical, forward-thinking leader in the field of education and in school libraries

Essential Questions

- How might librarians promote cultural competence and respect for inclusiveness?
- How might librarians integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment?
- How might librarians design culturally responsive learning experiences using a variety of instructional strategies and assessments that impact on student learning?
- How might librarians guide learners to reflect on their learning growth and their ethical use of information?
- How might librarians use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process?
- How might librarians use a variety of strategies to foster the development of ethical digital citizens and motivated readers?
- How might librarians advocate for effective school libraries to benefit all learners?

How does the course explore the central questions?

Essential Question(s) (see above)	ALA AASL CAEP Standard	Depth of Engagement 0=not at all 1= introduction 2=moderate 3==extensive
Learning Environments: How do library and media specialists leverage technology to create environments that support the development of diverse skills, and emphasize challenging learning experiences?	1.1, 1.4, 3.3	3
Teaching and Learning: How can technology enhance library and media specialist teaching and learning partnerships and collaboration that support and promote innovative models of deeper learning?	1.4, 2.2, 2.4, 2.2	3

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?	3.2, 4.2, 4.4	2
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?	5.1, 5.4, 2.3	2
Leadership: How can library and media specialists align vision, implementation, and practice to foster learning enhanced by technology?	5.2, 5.3, 2.2	2

Grading and Course Expectations

- 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 in discussion boards and twitter activity are expected
- This is a fast paced, intense course. As such, I do not accept late work nor offer any extra credit.
- Please be in contact **in advance** if there is an emergency to make other arrangements

All courses will use the following:

94 - 100	A	77 - 79	C+
90 - 93	A-	73 - 76	C
87 - 89	B+	70 - 72	C-
83 - 86	B		
80 - 82	B-	< 70	F

Grading

<ul style="list-style-type: none"> • Engagement (20%) • Pre-Institute Work (30%) • Participation in Institute (25%) • Final application project (25%) 	<ul style="list-style-type: none"> • A = 94-100 • A- = 90-93.9 • B+ = 87-89.9 • B = 83-86.9 • B- = 80-82.9 • C+ = 77-79.9 • C = 73-76.9 • C- = 70-72.9 • D+ = 67-69.9 • D = 63-66.9 • D- = 60-62.9 • F = 0-59.9
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Course Schedule:

Weekly Outline

Our weeks will run Monday morning to Sunday evening.

	Topic	Reading
Week 1	Introductions How has covid-19 affected teaching & learning - and the sharing of ideas? How are your school leaders gathering and sharing information? How might librarians integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment?	Robinson & Schroeder
Week 2	How might librarians use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process? How might librarians promote cultural competence and respect for inclusiveness?	Hooker
Week 3	Summer Technology Institute	
Week 4	How might we design impactful learning and support learners in their journey? How might librarians design culturally responsive learning experiences using a variety of instructional strategies and assessments that impact on student learning? How might librarians advocate for effective school libraries to benefit all learners?	Robinson & Schroeder Hooker

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

Course Policies

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- In addition to your required work there will be an active engagement element to your performance in each unit. Regular and substantive interaction 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.

Use of AI

Students may use generative AI services to help develop and explore responses to assignments. This would include using such services to uncover potential gaps or missing components in the analysis, presentation, code, calculation, and/or graphic. All content and materials submitted must be authored or developed solely by the student or the student members of a group project. No citation for this use is required.

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, or generated by software or systems without the explicit approval of the instructor, 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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an

accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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 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 faculty or staff member who is deemed a "responsible employee" about sexual discrimination, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The University can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one person reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

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

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-871-7741 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.**

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

MBA - 610 - Managerial Accounting for Decision-Making

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- This course will introduce new concepts in accounting in support of the Accounting Certificate. The course will place MBS (and the MBA) more in line with the expectations of the accounting CPA model.
 - Increase accounting offerings at the graduate business level
 - Currently, there are only three courses in the catalog
 - Accounting electives are needed at the MBA/graduate level
 - Introduce students to the role Accounting plays in strategic planning.
 - This class is a part of the proposed Accounting Certificate and seeks to attract students to a broader accounting curriculum.

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:****Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

MBA

Proposed Course #* 610**Course Type: ***

Accounting

Short Course Title Managerial Acc for Decisions
 (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Managerial Accounting for Decision-Making

Course Description:* This course will introduce you to the analysis and evaluation of accounting information for usage in managerial decision-making. The topics covered include cost behavior and cost estimation, cost-volume-profit (CVP) analysis, relevant costs for the decision-maker, mastering the master budget, data analytics concepts, joint costs and decision-making, pricing and revenue optimization, management control systems and transfer pricing, and business strategy, performance measurement, as well as the balance scorecard. These topics will be examined at the graduate level and are relevant to students interested in pursuing the CPA and CMA certifications, as well as to those interested in pursuing entrepreneurship opportunities.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Corequisites: None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term? ☐ Yes ☒ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person

☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study

☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar

☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use* *Cost Accounting with Integrated Data Analytics 1e, by Farmer and Fredin*

Course Instructor* Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?* ☒ Yes ☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?* ☒ No. The academic unit will not request additional resources for the course ☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.* N/A

Maine Graduate School of Business

MBA 610 - Managerial Accounting for Decision-Making

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course description: This course will introduce you to the analysis and evaluation of accounting information for usage in managerial decision-making. The topics covered include cost behavior and cost estimation, cost-volume-profit (CVP) analysis, relevant costs for the decision-maker, mastering the master budget, data analytics concepts, joint costs and decision-making, pricing and revenue optimization, management control systems and transfer pricing, and business strategy, performance measurement, as well as the balance scorecard. These topics will be examined at the graduate level and are relevant to students interested in pursuing the CPA and CMA certifications, as well as to those interested in pursuing entrepreneurship opportunities.

Course Objectives:

- Apply cost behavior and estimation techniques, using analytical tools.
- Evaluate CVP relationships to inform good management decisions, using analytical tools.
- Analyze relevant and irrelevant costs using a decision-making framework.
- Creating Master Budgets, using analytical tools.
- Discuss usage of big data and data analytics in the context of cost accounting.
- Evaluate joint costing decisions, using analytical tools.
- Understand pricing strategies to optimize revenues.
- Understand managerial control systems and transfer pricing.
- Understand performance measurement and the balance scorecard, within a business' objectives.

Course materials: *Cost Accounting with Integrated Data Analytics* 1e, by Farmer and Fredin

Course grades and grading criteria:

Exams: Two interim exams and a final exam will be required. Together, they will be worth 33.90 percent of the final grade.

Format of Exams: The exams will consist of combinations of multiple-choice questions and short problems. Specific chapters covered by each exam are indicated on the course schedule and could be modified during the semester.

Assignments: 9 take-home assignments are required for this course and will be given at the end of most chapters covered. Each assignment is worth 30 points and is to be completed through WileyPlus. The approximate starting date for each assignment is available on the schedule on pages 7-10. Together, the assignments are worth 45.76 percent of the final grade.

Research Case: There is one applied research case assigned for this class to be completed either individually or in groups of two. Details about the research case will be provided later in the semester, but it will require analyzing a topic we covered in chapters 16 or 17. The research case is worth 60 pts, about 10.17 percent of the final grade.

Final Project: A final project is required for this class to be completed individually. Details about the project will be provided later in the semester. The project is worth 60 pts, which is about 10.17 percent of the final grade.

	Points	Weight
Midterm 1 (Module A)	100 pts	16.95%
Midterm 2 (Module B)	100 pts	16.95%
WileyPlus Assignments (9 at 30 points each)	270 pts	45.76%
Applied Research Case	60 pts	10.17%
Final Project	60 pts	10.17%
Total	590 pts	100%

Letter Grade	Percentage cutoffs	Points needed to earn grade
A	$\geq 93\%$	≥ 548.7 pts
A-	$90\% \leq \text{grade} < 93\%$	$531 \leq \text{grade} < 548.7$

B+	87% <= grade <90%	513.3 <= grade < 531
B	83% <= grade <87%	489.7 <= grade < 513.3
B-	80% <= grade <83%	472 <= grade < 489.7
C+	77% <= grade <80%	454.3 <= grade < 472
C	73% <= grade <77%	430.7 <= grade < 454.3
C-	70% <= grade <73%	413 <= grade < 430.7
D+	67% <= grade <70%	395.3 <= grade < 413
D	63% <= grade <67%	371.7 <= grade < 395.3
D-	60% <= grade <63%	354 <= grade < 371.7
F	< 60%	< 354

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, or generated by software or systems without the explicit approval of the instructor, 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/>

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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.

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Sexual Discrimination Reporting:

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MBA - 611 - Financial Reporting for Governmental and Nonprofit Entities

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

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Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- This course will introduce new concepts in accounting in support of the Accounting Certificate. The course will:
 - Increase accounting offerings at the graduate business level
 - Currently, there are only 3 courses in the catalog
 - Accounting electives are needed at the MBA/graduate level
 - The CPA Evolution project requires a deeper understanding of GNP financial reporting than is often delivered via undergraduate coursework.
- Much of the Maine business space is filled by GNP entities, so enhanced judgment and decision-making by Maine accountants will enhance the state's overall economic well-being.

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental
EFFECTIVE SEMESTER:**Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

MBA

Proposed Course #* 611**Course Type: ***

Accounting

Short Course Title Gov & NotFP Accounting
 (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Financial Reporting for Governmental and Nonprofit Entities

Course Description:* The purpose of this class is to refine our technical understanding of government and not-for-profit (GNP) financial reporting, as well as to investigate how differences in business models within the GNP world affect the way we read and interpret their financial statements.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Corequisites: None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term? *** ☐ Yes ☒ No

Instruction Mode: ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#)).

Course Components (type of course/used by Student Records for MaineStreet)* ☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use*Accounting for Government and Not-For-Profit Entities, Reck, 19th ed. (Including Connect)

- University of Maine System Annual Report
- RSU 22 Annual Report
- Bangor Symphony Orchestra Annual Report
- Northern Light Healthcare Annual Report

Course Instructor*

Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☒ Yes
☐ No

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

☒ No. The academic unit will not request additional resources for the course ☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

N/A

Maine Graduate School of Business

MBA 611 - Financial Reporting for Governmental and Nonprofit Entities

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course Description: The purpose of this class is to refine our technical understanding of government and not-for-profit (GNP) financial reporting, as well as to investigate how differences in business models within the GNP world affect the way we read and interpret their financial statements.

Course Objectives:

- Differentiate government and not-for-profit financial reporting from accounting for business enterprises
- Analyze financial reporting models for state and local governments, including budgetary accounting and operating activities
- Apply the fundamentals of budgeting for not-for-profit arts, healthcare and education organizations
- Use financial analysis techniques on financial statements to assess the performance of not-for-profit arts, healthcare, and education organizations.

Course materials:

- Accounting for Government and Not-For-Profit Entities, Reck, 19th ed. (Including Connect)
- University of Maine System Annual Report
- RSU 22 Annual Report
- Bangor Symphony Orchestra Annual Report
- Northern Light Healthcare Annual Report

Course grades and grading criteria:

Weekly Objective Questions	175 points
Weekly Subjective Questions	175 points
Final Exam	100 points
Total Points	450 points

Points	Letter Grade	Points	Letter Grade
416-450	A	326-344	C
403-415	A-	313-325	C-
389-402	B+	299-312	D+
371-388	B	281-298	D
358-370	B-	268-280	D-
344-358	C+	Below 268	F

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, or generated by software or systems without the explicit approval of the instructor, 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/>

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accommodations; the letter is sent directly to the course instructor. 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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Sexual Discrimination Reporting:

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

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MBA - 612 - Fraud Investigation

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- Introducing new accounting courses to the graduate accounting program
 - Increase accounting offerings at the graduate business level
 - This course will be the fourth class in the Accounting Concentration.
 - A course in Accounting Fraud is an important component of an Accounting Curriculum, given the changing laws (i.e. Sarbanes-Oxley Act).
 - This course will help students better understand the pervasive role of Fraud in our society and in financial statements. This course will help students learn techniques to detect Fraud from an accounting perspective.
 - The course will enable students to build a solid foundation in fraud prevention, detection, and deterrence.
 - The course also provides best practices, insight, and guidance around the corporate social responsibility role of corporate governance.
- This course would also help students master the Certified Fraud Examination.

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:****Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

MBA

Proposed Course #* 612**Course Type: ***

Accounting

Short Course Title Fraud Investigation
 (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Fraud Investigation

Course Description:* This course covers the nature and types of fraud and techniques to identify, detect, investigate and prevent all types of fraud in organizations. The course explores the basic areas of fraud examination: Financial Transactions and Fraud Schemes, Law, Investigation, and Fraud Prevention and Deterrence.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Corequisites: None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term? *** ☐ Yes ☒ No

Instruction Mode: ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS. ☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components](#))

Definitions)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered *

☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use* Fraud Examination. Sixth Edition. 2019. Albrecht, Albrecht, Albrecht, and Zimbelman. South-Western Publishing.

Course Instructor* Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?*

☒ Yes
☐ No

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

☒ No. The academic unit will not request additional resources for the course ☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

N/A

Maine Graduate School of Business

MBA 612 - Fraud Investigation

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course description: This course covers the nature and types of fraud and techniques to identify, detect, investigate and prevent all types of fraud in organizations. The course explores the basic areas of fraud examination: Financial Transactions and Fraud Schemes, Law, Investigation, and Fraud Prevention and Deterrence.

Course Objectives: This intensive course will provide students with an in-depth understanding of the pervasiveness and causes of fraud in our society including both assets misappropriation and financial statement fraud. The course will enable students to build a solid foundation in fraud prevention, detection and deterrence. In addition, the course will provide best-practices guidance and expert insight on dealing with the professional challenges the student will encounter daily. Finally, the course will stress the importance of corporate social responsibility and role of corporate governance in an organization as well as the need for financial reporting systems that focus on accountability and integrity.

Course materials: Fraud Examination. Sixth Edition. 2019. Albrecht, Albrecht, Albrecht, and Zimbelman. South-Western Publishing.

Course grades and grading criteria:

Mid-term Online Exam 1 (Ch. 1 to Ch.9)	15%
Final Online Exam (Ch. 10 to Ch. 18)	20%
Weekly Online Quizzes	15%
Individual Homework Assignments	15%
Individual Written Coursework Project	25%
Weekly Group Forum Board Discussions	10%

All grades will be administered according to the following standards:

A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 60-66, F 0-59.

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MBA - 615 - Accounting Data Analytics

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

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Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- Introducing new accounting courses to the graduate accounting program
 - Increase accounting offerings at the graduate business level
 - Currently, there are only 3 courses on the catalog
 - Accounting electives are needed at the MBA/graduate level
 - The CPA Evolution project requires deeper understanding of GNP financial reporting than is often delivered via undergraduate coursework.
- Much of the Maine business space is filled by GNP entities, so enhanced judgment and decision-making by Maine accountants will enhance the state's overall economic wellbeing.

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:****Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

MBA

Proposed Course #* 615**Course Type: ***

Accounting

Short Course Title Accounting Data Analytics
 (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Accounting Data Analytics

Course Description:*

This course will prepare learners to analyze big accounting-related data for the purpose of making strategic business decisions. The analytic mindset will be introduced and potentially reinforced as the conceptual framework to help learners apply the steps required to make strategic data-driven decisions and provide appropriate insights. Hands-on assignments and projects will be provided to help learners apply the concepts to various focus areas, including audit, financial reporting, managerial, and tax. Skillset in using analytics software such as Tableau and/or PowerBi, as well as any relevant new software will be developed in this course.

Prerequisites:

Graduate School of Business degree program students, or permission from GSB.

Corequisites:

None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term? *** ☐ Yes ☒ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

- ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)*

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

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use* Data Analytics for Accounting 3e, by Vernon Richardson

Course Instructor* Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? * ☒ Yes ☐ No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources? * ☒ No. The academic unit will not request additional resources for the course ☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.* N/A

Maine Graduate School of Business

MBA 615 - Accounting Data Analytics

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course description: This course will prepare learners to analyze big accounting-related data for the purpose of making strategic business decisions. The analytic mindset will be introduced and potentially reinforced as the conceptual framework to help learners apply the steps required to make strategic data-driven decisions and provide appropriate insights. Hands-on assignments and projects will be provided to help learners apply the concepts to various focus areas, including audit, financial reporting, managerial, and tax. Skillset in using analytics software such as Tableau and/or PowerBi, as well as any relevant new software will be developed in this course.

Course Objectives:

- Introduce/Reinforce the Analytics Mindset.
- Use Data Analytics tools & skills to analyze auditing-related issues.
- Use Data Analytics tools & skills to analyze Managerial & Cost Analytics problems.
- Use Data Analytics tools & skills to analyze Financial Reports.
- Use Data Analytics tools & skills to examine Tax-related issues.

Course materials: Data Analytics for Accounting 3e, by Vernon Richardson

Course grades and grading criteria:

Connect Homework: Homework assignments will be given at the end of most chapters covered. Each homework is to be completed individually through Connect. The dates are available on

Connect and on the course schedule. All homework will count towards the final grade. Overall, homework is worth about 54.00 percent of the final grade.

Connect Labs: Labs will be given by module and focus on specific software of interest to the learner (Power BI, or Tableau, or Excel). The dates are available on Connect and on the course schedule. All Labs will count towards the final grade. Overall, labs are worth about 18.00 percent of the final grade.

Final Project: There is one project assigned for this class to be completed either individually or in groups of two. Details about the project will be provided in class, but it will consist in using data analytics to solve either an audit, a cost, a financial reporting, or a tax-related problem and providing a written report. This final project is about 24 percent of the final grade.

Final Project Presentation: There is a required presentation of the final project worth 20 pts due at the end of the course. This item is worth about 4.00 percent of the final grade. Details will be provided during the course.

Connect Homework (9 @ 30 pts each)	270 pts	54.00%
Connect Labs (3 @ 30 pts each)	90 pts	18.00%
Final Project (Module C)	120 pts	24.00%
Video Presentation of Final Project	20 pts	4.00%
Total	500 pts	100%

Letter Grade	Percentage cutoffs	Points needed to earn grade
A	$\geq 93\%$	≥ 465 pts
A-	$90\% \leq \text{grade} < 93\%$	$450 \leq \text{grade} < 465$
B+	$87\% \leq \text{grade} < 90\%$	$435 \leq \text{grade} < 450$
B	$83\% \leq \text{grade} < 87\%$	$415 \leq \text{grade} < 435$
B-	$80\% \leq \text{grade} < 83\%$	$400 \leq \text{grade} < 415$
C+	$77\% \leq \text{grade} < 80\%$	$385 \leq \text{grade} < 400$
C	$73\% \leq \text{grade} < 77\%$	$365 \leq \text{grade} < 385$
C-	$70\% \leq \text{grade} < 73\%$	$350 \leq \text{grade} < 365$
D+	$67\% \leq \text{grade} < 70\%$	$335 \leq \text{grade} < 350$
D	$63\% \leq \text{grade} < 67\%$	$315 \leq \text{grade} < 335$
D-	$60\% \leq \text{grade} < 63\%$	$300 \leq \text{grade} < 315$
F	$< 60\%$	< 300

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, or generated by software or systems without the explicit approval of the instructor, 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/>

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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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 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 \(open in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

MBA - 621 - Launching Sustainable Ventures

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- The GSB requires all MBA students to take two electives. This course will be offered as an elective in the MBA program.
- The GSB offers a concentration in Business sustainability. This course will be an elective in that concentration.
- The course has been offered four times, each time, the enrollment has been

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:****Semester***

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:**Course Designator***

MBA

Proposed Course #* 621**Course Type: ***

Business

Short Course Title Launching Sustainable Ventures
(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Long Course Title* Launching Sustainable Ventures**Course Description: ***

This course will introduce you to process of creating, evaluating, launching, and managing a new venture that follows the principles of sustainability and the triple bottom line. The course is about starting a business and the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-reflections, team work, business modeling, and the presentation of a comprehensive business plan. The course also examines the role of social entrepreneurship, multicultural marketing, and global expansion as ways to develop and explore sustainable venture opportunities.

Prerequisites:

Graduate School of Business degree program students, or permission from GSB.

Corequisites:

Corequisites: None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term?** * ☐ Yes ☒ No

Instruction Mode:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

- ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered * ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use*

- Two instructor-created podcasts per week
- Two instructor-created study guides per week with links to TED Talks, videos, articles, readings, and other online resources

Course Instructor* Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long Learning?*

☒ Yes ☐ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes

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

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.* N/A

Maine Graduate School of Business

MBA 621 - Launching Sustainable Ventures

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course description: This course will introduce you to process of creating, evaluating, launching, and managing a new venture that follows the principles of sustainability and the triple bottom line. The course is about starting a business and the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-reflections, team work, business modeling, and the presentation of a comprehensive business plan. The course also examines the role of social entrepreneurship, multicultural marketing, and global expansion as ways to develop and explore sustainable venture opportunities.

Course Objectives:

This course is designed to foster the attitudinal, creative, conceptual, and leadership skills necessary to launch and manage a sustainable venture. The course focuses on the skill set of the entrepreneurial manager: one who continually strives through creativity and innovation to pursue opportunities while seeking solutions to problems they encounter.

Students who complete this course successfully will be able to:

- Develop and vet sustainable business ideas to shape market opportunities;
- Create business models and plans to support business launches;
- Define the triple bottom line as it applies to new ventures;

- Describe changing and evolving trends in the marketing environment (e.g., social, multicultural and global) and their role in decision-making;
- Explain the business case for sustainability;
- Create value for business;
- Find shared vision, norms and values;
- Encourage and facilitate participation, teamwork, and collaboration;
- Manage the change process;
- Understand the role diversity plays in the development of successful business ecosystems;
- Adapt to an ever-changing environment.
- Examine the feasibility of a sustainable business idea; and
- Develop and present business models and plans.

Course materials:

Each week you will listen to two instructor-created podcasts and will review the accompanying study guide for each. Think of the podcasts as mini-lectures designed to introduce a topic and prime your thinking about it. The study guides cover the main content of the course along with links to TED Talks, videos, articles, readings, and other online resources to assist you in mastering each topic. There are sixteen podcasts and study guides for this course.

You are responsible for reviewing podcasts and study guides each week as they will contain assignments that you will be responsible for completing. Each assignment will have a due date, and late assignments will not be accepted except under extreme circumstances. Please note: Late assignments will receive a penalty that is outlined in the Grading section of the syllabus.

You will find the syllabus, course schedule and assignment details on Brightspace. In addition, you will find course podcasts, study guides, and additional materials listed by week.

Course grades and grading criteria:

Reflection Journals	40% (10% each)
Business Idea Proposal	10%
Business Model Evaluation	15%
Business Plan	25%
Business Pitch	10%

Grade range of scores and associated final grades:

A: 93 – 100	B: 83 – 87	C: 73 – 77	D: 63 - 67
A-: 90 – 92	B-: 80 – 82	C-: 70 – 72	D-: 60 – 62
B+: 88 – 89	C+: 78 – 79	D+: 68 – 69	F: below 60

Campus Policies

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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.

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

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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 \(open in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

MBA - 622 - Triple Bottom Line Business

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

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Syllabus* ☒ Attached

REASON FOR NEW COURSE*

- The GSB requires all MBA students to take two electives. This course will be offered as an elective in the MBA program.
- The GSB offers a concentration in Business sustainability. This course will be an elective in that concentration.
- The course has been offered four times, each time, the enrollment has been

Department*

The Maine Business School

New Course: * ☒ New Course ☐ Experimental**EFFECTIVE SEMESTER:**

Semester*

Fall

Year*

2024

PROPOSED CATALOG DESCRIPTION:

Course Designator*

MBA

Proposed Course #* 622

Course Type: *

Business

Short Course Title
(The short course title
will reflect on the
Class Section in
MaineStreet and on
the student's
transcript. Max Length
is 30 characters). *

Triple Bottom Line

Long Course Title* Triple Bottom Line Business

Course Description:*

This course will introduce you to the triple bottom line and frameworks that are key to making effective and responsible social, environmental, and financial decisions. Visionary business leaders, eyeing the end of the fossil-fuel era and other global sustainability trends, recognize the need to re-think business practice and strategy. You will explore the relationship between business strategies and the marketing environment as part of the decision-making process that involves balancing socially, environmentally, and financially responsible business behavior. You will learn to identify market needs as they relate to fair trade, buy local, organic, and carbon neutral, and then integrate these trends into a company's positioning and value proposition. You will examine the role of the customer and community in determining what and how firms market products and services. You will examine triple bottom line and understand how managing it can directly impact business success and profitability.

Prerequisites:

Graduate School of Business degree program students, or permission from GSB.

Corequisites:

None

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term?** * ☐ Yes ☒ No

Instruction Mode:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
☒ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)*

☐ Applied Music ☐ Clinical ☐ Field Experience ☐ Independent Study
☐ Laboratory ☒ Lecture ☐ Recitation ☐ Research ☐ Seminar
☐ Simulation ☐ Studio ☐ Thesis ☐ Travel Course

When will this course typically be offered *

☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Text(s) Planned for Use*

There are no textbooks for this course. Course study guides will contain links to online readings.

High-speed Internet access is required for this course. In addition, students will need access to the following technology:

- Brightspace – to access course assignments, syllabus, learning materials, and grades.
- YouTube – to watch and review assigned video content.
- Email – to submit course papers and projects, to communicate with the professor about the course, and to ask questions.
- Video capture program – to create and submit presentations.
- Zoom – to connect for team presentations and office hours.

Course Instructor*

Instructor varies

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning? *

☒ Yes
☐ No

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

☒ No. The academic unit will not request additional resources for the course ☐ Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain. *

N/A

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course. *

N/A

Maine Graduate School of Business

MBA 622 - Triple Bottom Line Business

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites: Graduate School of Business degree program students, or permission from GSB.

Credits: 3

Course description: This course will introduce you to the triple bottom line and frameworks that are key to making effective and responsible social, environmental, and financial decisions. Visionary business leaders, eyeing the end of the fossil-fuel era and other global sustainability trends, recognize the need to re-think business practice and strategy. You will explore the relationship between business strategies and the marketing environment as part of the decision-making process that involves balancing socially, environmentally, and financially responsible business behavior. You will learn to identify market needs as they relate to fair trade, buy local, organic, and carbon neutral, and then integrate these trends into a company's positioning and value proposition. You will examine the role of the customer and community in determining what and how firms market products and services. You will examine triple bottom line and understand how managing it can directly impact business success and profitability.

Course Objectives:

This course will introduce you to the triple bottom line and the wide range of tactics and strategies that business managers use to balance financial, social, and environmental responsibilities leading to improved customer satisfaction, market success, sustainability, and long-term profitability.

Students who complete this course successfully will be able to:

- Define the triple bottom line;

- Understand the role the triple bottom line plays in successful business strategy;
- Describe changing and evolving trends in the marketing environment and their role in decision making;
- Explain the business case for sustainability;
- Understand how corporate social responsibility and environmental performance impact business strategy;
- Analyze the sustainability strategy for a firm;
- Employ a deliberate process and framework for ethical decision making, and use the results to advocate for actions that drive sustainable business practices;
- Develop marketing and product development plans that support triple bottom line thinking;
- Determine best practices for sustainable supply chain management;
- Engage in business and community dialogues about social, environmental, and financial responsibility; and
- Communicate in oral and written speech.

Course materials: There are no textbooks for this course. Course study guides will contain links to online readings.

High-speed Internet access is required for this course. In addition, students will need access to the following technology:

- Brightspace – to access course assignments, syllabus, learning materials, and grades.
- YouTube – to watch and review assigned video content.
- Email – to submit course papers and projects, to communicate with the professor about the course, and to ask questions.
- Video capture program – to create and submit presentations.
- Zoom – to connect for team presentations and office hours.

Course grades and grading criteria:

Synthesis of Learning Papers	40% (10% each)
Sustainable Business Review Project 1	20%
Sustainable Business Review Project 2	20%
TED Talk Presentation	20%

Grade range of scores and associated final grades:

A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82

C+	78 - 79
C	73 - 77
C-	70 – 72
D+	68 – 69
D	63 – 67
D-	60 – 62
F	below 60

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, or generated by software or systems without the explicit approval of the instructor, 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/>

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, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at <https://umaine-accommodate.symplcity.com/public/accommodation/>. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. 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 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 (open in a new window). Also, Student Wellness Resource Center (opens in a new window).

EAD - 692 - Superintendent Internship I

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

REASON FOR COURSE MODIFICATION:* Alignment with other internship courses in our program and Maine DOE requirements.

MODIFICATION:* ☐ Designator Change ☒ Credit Change ☐ Cross Listing ☐ Number Change
☒ Title Change ☐ Description Change ☐ Prerequisite Change
☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department*

School of Educational Leadership, Higher Education, Human Development and Peace Studies

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

CATALOG DESCRIPTION:

**Current Course
Designator***

EAD

Current Course #* 692

**Proposed Course
Designator**

Proposed Course #

**Current Short Course
Title (The short
course title will
reflect on the Class
Section in
MaineStreet and on
the student's
transcript. Max 30
characters).*** Superintendent Internship I

**Proposed New Short
Course Title (The
short course title will
reflect on the Class
Section in
MaineStreet and on
the student's
transcript. Max 30
characters)** Superintendent Internship

**Current Long Course
Title*** Superintendent Internship I

**Proposed Long
Course Title** Superintendent Internship

**Current Course
Description*** First semester of an 11-month internship, usually taken to start the sequence of three two-credit courses: EAD 692, EAD 693 and EAD 696. Provides students with an opportunity to explore the role of the superintendent of schools and assess themselves for work in such a role. Jointly planned by student, advisor and internship supervisor..

**Proposed Course
Description**

**Current
Prerequisite(s)**

**Proposed
Prerequisite(s)** Departmental permission.

**Current
Corequisite(s)**

**Proposed
Corequisite(s)**

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 1-3

Proposed Credit Change 4

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered ☐ Fall ☐ Summer ☒ Spring ☐ Alternating ☐ Variable

Can this course be repeated for credit? ☐ Yes ☒ No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

Can students enroll multiple times in term? ☐ Yes ☒ No

Instruction Mode: ☒ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? ☐ Yes ☒ No

**If additional
resources are
needed, outline them
below:**

**Will instructional cost
for this course
proposal involve
financial support
from the Division of
Life Long learning?***



Yes



No

POS - 531 - Topics in Comparative Politics

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

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*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

REASON FOR COURSE MODIFICATION:*

POS wants to ensure that graduate students have permission of the instructor prior to registering for a graduate course.

MODIFICATION:* ☐ Designator Change ☐ Credit Change ☐ Cross Listing ☐ Number Change
☐ Title Change ☐ Description Change ☒ Prerequisite Change
☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department*

Political Science

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

CATALOG DESCRIPTION:**Current Course
Designator*** POS**Current Course #*** 531**Proposed Course
Designator** POS**Proposed Course #** 531**Current Short Course
Title (The short
course title will reflect
on the Class Section in
MaineStreet and on
the student's
transcript. Max 30
characters).*** Topics in Comparative Politics**Proposed New Short
Course Title (The
short course title will
reflect on the Class
Section in MaineStreet
and on the student's
transcript. Max 30
characters)** Topics in Comparative Politics**Current Long Course
Title*** Topics in Comparative Politics**Proposed Long Course
Title** Topics in Comparative Politics**Current Course
Description*** Examines various issues in comparative politics such as comparative democratization, regime types and conflict management, with emphasis on readings in the theoretical literature in the discipline of comparative politics through class discussions and individual research.**Proposed Course
Description** Examines various issues in comparative politics such as comparative democratization, regime types and conflict management, with emphasis on readings in the theoretical literature in the discipline of comparative politics through class discussions and individual research.**Current
Prerequisite(s)** none**Proposed
Prerequisite(s)** Graduate standing and permission of the instructor**Current Corequisite(s)** none**Proposed**

Corequisite(s) none

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change 3

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Can this course be repeated for credit? ☒ Yes ☐ No

If YES, total number of credits allowed: no limit

If YES, total number of completions allowed: no limit

Can students enroll multiple times in term? ☒ Yes ☐ No

Instruction Mode: ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☒ In-Person
☐ Online (Asynchronous)

Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? ☐ Yes ☒ No

If additional resources are needed, outline

<https://umaine.curriculog.com/proposal:1422/print>

are needed, outline
them below:

**Will instructional cost
for this course
proposal involve
financial support from
the Division of Life
Long learning?*** ☐ Yes
☒ No

POS - 549 - Seminar in American Politics

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

REASON FOR COURSE MODIFICATION:*

POS wants to ensure graduate students have permission of the instructor before enrolling in a POS graduate course.

MODIFICATION:* ☐ Designator Change ☐ Credit Change ☐ Cross Listing ☐ Number Change
☐ Title Change ☐ Description Change ☒ Prerequisite Change
☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department*

Political Science

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

CATALOG DESCRIPTION:**Current Course
Designator*** POS**Current Course #*** 549**Proposed Course
Designator** POS**Proposed Course #** 549**Current Short Course
Title (The short
course title will reflect
on the Class Section in
MaineStreet and on
the student's
transcript. Max 30
characters).*** Seminar in American Politics**Proposed New Short
Course Title (The
short course title will
reflect on the Class
Section in MaineStreet
and on the student's
transcript. Max 30
characters)** Seminar in American Politics**Current Long Course
Title*** Seminar in American Politics**Proposed Long Course
Title** Seminar in American Politics**Current Course
Description*** Examines theoretical and practical issues in American politics in a small group setting, with emphasis on individual research and class participation.**Proposed Course
Description** Examines theoretical and practical issues in American politics in a small group setting, with emphasis on individual research and class participation.**Current
Prerequisite(s)** none**Proposed
Prerequisite(s)** Graduate standing and permission of the instructor**Current Corequisite(s)** none**Proposed
Corequisite(s)** none

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change 3

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Can this course be repeated for credit? ☒ Yes ☐ No

If YES, total number of credits allowed: no limit

If YES, total number of completions allowed: no limit

Can students enroll multiple times in term? ☒ Yes ☐ No

Instruction Mode: ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☒ In-Person
☐ Online (Asynchronous)

Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? ☐ Yes ☒ No

If additional resources are needed, outline

<https://umaine.curriculog.com/proposal:1423/print>

are needed, outline
them below:

**Will instructional cost
for this course
proposal involve
financial support from
the Division of Life
Long learning?***

☐ Yes

☒ No

POS - 596 - Directed Research in Political Science

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

**REASON FOR COURSE
MODIFICATION:***

POS wants to ensure that graduate students have permission of the instructor before enrolling in a POS graduate course.

MODIFICATION:* ☐ Designator Change ☐ Credit Change ☐ Cross Listing ☐ Number Change
☐ Title Change ☐ Description Change ☒ Prerequisite Change
☐ Addition of Electronic Learning Component*
☐ Conversion of an existing on-site Course to an online Course*

Department*

Political Science

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2024

CATALOG DESCRIPTION:**Current Course
Designator*** POS**Current Course #*** 596**Proposed Course
Designator** POS**Proposed Course #** 596**Current Short Course
Title (The short
course title will reflect
on the Class Section in
MaineStreet and on
the student's
transcript. Max 30
characters).*** Directed Research**Proposed New Short
Course Title (The
short course title will
reflect on the Class
Section in MaineStreet
and on the student's
transcript. Max 30
characters)** Directed Research**Current Long Course
Title*** Directed Research in Political Science**Proposed Long Course
Title** Directed Research in Political Science**Current Course
Description*** An individualized research course for graduate students seeking to explore an advanced research topic in political science.**Proposed Course
Description** An individualized research course for graduate students seeking to explore an advanced research topic in political science.**Current
Prerequisite(s)** Graduate standing or permission of instructor**Proposed
Prerequisite(s)** Graduate standing and permission of instructor**Current Corequisite(s)** none**Proposed
Corequisite(s)** none

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change 3

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered ☐ Fall ☐ Summer ☐ Spring ☐ Alternating ☒ Variable

Can this course be repeated for credit? ☒ Yes ☐ No

If YES, total number of credits allowed: no limit

If YES, total number of completions allowed: no limit

Can students enroll multiple times in term? ☒ Yes ☐ No

Instruction Mode: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☒ In-Person
☐ Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? ☐ Yes ☒ No

If additional resources are needed, outline

are needed, outline
them below:

Will instructional cost
for this course
proposal involve
financial support from
the Division of Life
Long learning?*

☐ Yes

☒ No