

Curricula & Courses Committee

Attendees: Tutita Casa, Shaun Dougherty, Jennifer Freeman, Thomas Levine, Joe Madaus, James O'Neil, Ann Traynor, Jaci VanHeest

RE: Curricula & Courses Committee Meeting, Neag School of Education
Wednesday, November 16, 2016

MINUTES

A. DUAL-DEGREE REQUIREMENT:

Gustavo Nanclares (CLAS), visited the meeting to update the committee on the university-wide proposal to eliminate or substantially modify the 150-minimum-credit requirement that is currently compulsory for dual-degree students at UConn.

Context: "As you likely know, a few years ago an exception to this requirement was approved for dual-degrees involving the Neag School of education and CLAS. The curriculum, which allowed students to complete a teaching degree in the school of Education and a degree in the College of Liberal Arts and Sciences with only 120 credits, was approved in response to State of Connecticut teacher accreditation requirements. The hope now is that we may allow these same benefits to any student who wishes to pursue degrees in different UConn schools and colleges."

The University Senate C&C will develop several dual-degree requirement proposals and forward samples to School/College C&C committees for further review. Pending approval, the Neag C&C has offered to sign the Senate authored letter endorsing the dual-degree proposal.

B. COURSE REVISIONS:

1. EGEN 4200, Seminar/Clinic: Methods of Teaching; 3 cr. Truxaw

RATIONALE:

The seminar/clinic previously offered in the Integrated Bachelor's/Master's program in the fall of their senior year (EGEN 4100) involved a weekly seminar and 1 day per week in the schools (12-14 days across the semester). With EGEN 4200, the students will continue their seminar, but will be in the schools approximately 20 days across the course of the semester. The previous seminar/clinic was a 3-credit seminar. The new seminar/clinic is a 4-credit seminar - an additional credit for additional hours during the clinic component of the course.

APPROVED BY DEPARTMENT:

September 6, 2016

APPROVED BY C&C COMMITTEE:

November 16, 2016

APPROVED BY NEAG SCHOOL:

December 2, 2016

2. EDCI 3305: Methods and Clinic in Elementary School Music; 4 cr. Abramo

RATIONALE:

In brief, this change reverts to the original number of credits this course had before spring of 2016. There were recent changes in the sequence for the IB/M program that were approved Spring 2016. These changes were, among others, to increase the number of method courses in the sequence. In music education, in the sixth semester, EDCI 3305 was increased from 3 to 4 credits, but EGEN 3110 (3 credits) was eliminated. This was done to conform to the other disciplines (Math, History, Elementary, etc.) in the IB/M program. Because music education previously had more methods courses than the other disciplines, this actually resulted in a reduction of methods courses. **It was determined that reinstating of the original configuration was preferable.**

****note—no revised course syllabus, since this change keeps course as is before a recently approved change could be enacted****

APPROVED BY DEPARTMENT:	September 6, 2016
APPROVED BY C&C COMMITTEE:	November 16, 2016
APPROVED BY NEAG SCHOOL:	December 2, 2016

C. ELECTRONIC VOTING UPDATE:

The system for electronic voting has been developed by Jamison Judd with input and review by Dianna Geissert, and Tom Levine. An original electronic voting email was scheduled for the program revision proposal by Wendy Glenn, but due to a technical delay, it did not occur. It has been decided that this proposal will be included with the voting materials for the December meeting. Chair Levine believes the flaw to be fixed and the system will be up and running in March and April, i.e., months w/o Faculty & Staff Meetings.

Curricula & Courses Committee

To: Neag School of Education Faculty

From: Thomas Levine, Chair

Re: Minutes of the Curricula & Courses Committee Meeting on Wednesday, September 21, 2016

MINUTES

- A. As this was our first committee meeting with a new chair, members, and support staff, we first discussed the question “What is C & C and why do we exist? Thoughts shared:
- a. Quality control...
 - b. Coordination among different departments
 - c. Provide leadership role...help faculty create courses, propose courses...
 - d. Meeting requirements and standards of the university, for catalog copies, as well as compliance standards.
 - e. Process reviewing syllabi, helping students better understand.....helping faculty insure that things are clear for students
 - f. This group functions to create a streamlined effort to connect with other elements on campus...grad school, GEOC, senate...other bodies... we are in line with them.
 - g. We have been a repository of the historical context of courses...in the Neag School...
 - h. We have every course in the last ten years...what that course looked like...documentation....
 - i. Can be really important for...question—when was last time course was taught? When was modification made? Officially approved?
- B. The committee went over and had discussion on the new online Course Action Request Form tab by tab to familiarize themselves with the form and to ascertain where questions may arise. If certain questions are asked frequently, it was proposed that we have a “Frequently Asked Questions” page posted to the C & C site.
- C. As faculty meetings will not be scheduled monthly, the committee discussed electronic voting as well as how do we open it up for discussion. In faculty meetings, the question would be asked if there was any discussion on a change or proposal so we need to provide this avenue as well. Tom Levine will contact Jamison Judd to see how we can set this up and make it available to faculty on the months we do not have faculty meetings. Once the system is in place, members of the C&C Committee would go back to their departments and explain to their faculty the process.
- D. Dropped Course: Course Number: ENGL 3603, Course Title: History of the English Language; 3 credits

Rationale: The course is not offered regularly by the UConn English Department, and another existing course (ENGL 3601 The English Language) already meets the language/grammar requirement for teacher certification. Students have historically enrolled in ENGL 3601 given the irregular offering of ENGL 3603, so changing the requirement will not be negatively impactful. Existing and updated (reflecting the proposed change) plans of study are attached.

APPROVED BY DEPARTMENT:

September 6, 2016 (via electronic vote)

APPROVED BY C&C COMMITTEE:

September 21, 2016



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

ACTION REQUESTED:

Program/certificate/concentration: ☐ new ☒ **revision**

DETAILS: Dropping ENGL 3603 as a requirement for teacher certification (see section below)

DATE OF DEPARTMENTAL APPROVAL: 9/6/16

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

Additional Information:

COURSE NUMBER ENGL 3603

Dropping Current ☒

COURSE TITLE History of the English Language

INITIATING DEPARTMENT EDCI

CONTACT PERSON Wendy Glenn U-BOX 3033

TELEPHONE 6-0246 E-MAIL wendy.glenn@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) n/a

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL

☒ EDCI ☒ EDLR ☒ EPSY

RATIONALE:

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ENGLISH EDUCATION PROGRAM GUIDELINES

BACHELOR OF SCIENCE IN EDUCATION (ENGLSH2 BS)

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DEGREE REQUIREMENTS:

Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments. Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

1. Complete a SUBJECT AREA MAJOR in English consisting of a minimum of thirty-six (36) credits in courses numbered 2000 (or above) in English or related areas. Up to twelve (12) credits may be completed in related areas including no more than six (6) credits of 1000's level courses.

Requirements include at least one course in each of the following:

Composition: ENGL 3010W – Advanced Composition for High School Teachers, or equivalent.

Young Adult Literature: ENGL 3422 – Young Adult Literature, or equivalent.

The English Language and Grammar (one course): ENGL 3601 – The English Language, or ENGL 3603 – The History of the English Language, or equivalent.

American Literature (two courses):

ENGL 2201 – American Literature to 1880 and ENGL 2203 – American Literature since 1880, or equivalents.

British Literature (three courses):

ENGL 2100 – British Literature I, ENGL 2101 – British Literature II, and ENGL 3503 – Shakespeare I, or equivalents.

Multicultural Literature (one course): ENGL 1601W – Race, Gender & the Culture Industry, ENGL 2274 – Disability in American Literature & Culture, ENGL 3210 – Native American Literature, ENGL 3212 – Asian American Literature, ENGL 3214 – Black American Writers I, ENGL 3216W – Black American Writers II, ENGL 3218 – Ethnic Literature of the United States, ENGL 3220 – Jewish American Literature & Culture, ENGL 3605 – Latina/o Literature, ENGL 3607 – Studies in Latina/o Literature, ENGL 3609 – Women in Literature Before 1900, ENGL 3611 – Women in Twentieth-Century Literature, ENGL 3613 – Introduction to Lesbian, Gay, Bisexual, & Transgendered Literature, ENGL 4203W – Advanced Study: Ethnic Literature, ENGL 4613W – Advanced Study: Lesbian, Gay, Bisexual & Transgendered Literature, or equivalent.

International Literature (one course): ENGL 1301 – Major Works of Eastern Literature, ENGL 2301 – World Literature in English, ENGL 3120 – Early & Modern Irish Literature, ENGL 3122 – Contemporary Irish Literature, ENGL 3301 – Celtic & Norse Myth & Legend, ENGL 3318 – Literature & Culture of the Third World, ENGL 3320 – Literature & Culture of India, ENGL 3619 – Literature & Human Rights, ENGL 3629 – Intro to Holocaust Literature, ENGL 4301W – Advanced Study: Anglophone Literature, ENGL 4302W – Advanced Study: Literature of Australia, Canada, Ireland & New Zealand, or equivalent.

Genre Courses (two courses):

ENGL 2401 – Poetry, ENGL 2405 – Drama, ENGL 2407 – The Short Story, ENGL 2408 – Modern Drama, ENGL 2409 – The Modern Novel, ENGL 3403 – Modern Poetry in English, or equivalent.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3211 – Intro. to Secondary Methods and Clinic – English	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EDCI 4215 – Teaching of Reading in Middle and High Schools	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

Choose one: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

ENGLISH EDUCATION

SAMPLE SEMESTER SEQUENCE

SEMESTER 1

*FOREIGN LANGUAGE	4
ENGL 1010 or 1011	4
HIST 1501 or 1502 – U.S. History (Also fulfills CA 1)	3
PSYC 1100 – Psychology (Also fulfills CA 3)	3

SEMESTER 3

CA 3 Lab Course (BIOL/CHEM/GSCI/PHYS)	3 or 4
Content Area 4	3
British Literature	3
Genre Course	3
**EPSY 3010 – Educational Psychology	3

SEMESTER 5

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
American Literature	3
ENGL 3503 – Shakespeare	3
ENGL 3601 – The English Language (or ENGL 3603)	3

SEMESTER 7

EPSY 3125 – Classroom and Behavior Management	2
EGEN 4100 – Seminar/Clinic	3
EDCI 4210W – Instruction & Curr. in Secondary School	3
EDCI 4215 – Teaching of Reading in Middle & High Sch.	3
ENGL 3422 – Young Adult Literature	3
Multicultural Literature (Advanced Study for dual degree)	3

SEMESTER 2

*FOREIGN LANGUAGE	4
Q Course (STAT 1000Q or 1100Q – Statistics, suggested)	4
Content Area 1	3
Content Area 2	3
Subject area major (ENGL 2600 for dual degree)	

SEMESTER 4

International Literature	3
Genre course	3
British Literature	3
Content Area 4	3
Content Area 2	3
Q Course	3

SEMESTER 6

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3211 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2
American Literature	3
ENGL 3010W – Advanced Composition for Prospective Teachers	3
ENGL 3603 – The History of the English Language (or ENGL 3601)	3

SEMESTER 8

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

Students must earn at least 120 credits.

*If the student completed fewer than three years of a single foreign language in high school.

**Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

SEMESTER 9 (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

SEMESTER 10 (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
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British Literature	3
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APPROVED BY C&C COMMITTEE:	November 16, 2016

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Course Action Request

619

Created by	Mary Truxaw	Last updated	Nov 28, 2016, 10:32:53 AM Eastern Standard Time
Printed by	Kristi A Napolitano	Print Date	Nov 28, 2016, 11:57:10 AM Eastern Standard Time

Section

COURSE ACTION REQUEST

* indicates required field

Request Status In Progress

Course Info

Type of Action Add Course

Is this a UNIV or INTD course? Neither

Number of Subject Codes 1

Course Subject Information

Course Subject Code EGEN

School / College Neag School of Education

Department EGEN

Course Title Seminar/Clinic: Methods of Teaching

Course Number 4200

Will this use an existing course number? No

Contact Info

Initiator Information

Initiator Name Mary Truxaw

Initiator Department Ed Curriculum and Instruction

Initiator NetId mpt00001

Initiator Email mary.truxaw@uconn.edu

Is this request for you or someone else? Myself

Does the department/school/program currently have resources to offer the course as proposed? Yes

Course Features

Proposed Implementation Date

Proposed Term Fall

Proposed Year 2017

Will this course be taught in a language other than English? No

Is this a General Education Course? No

CLAS A-E Section

Non-W Course Details

Number of Sections	3
Number of Students per Section	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	This course combines clinic experiences in the schools with in-person seminar.

Course

Restrictions

Non-W Prerequisites

Prerequisites	EGEN 3120; open only to students in the Integrated Bachelor's/Master's Teacher Preparation Program in fall of their senior year
Corequisites	None
Recommended Preparation	Courses required during the junior year of the IB/M program
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Senior
Is there a specific course prohibition?	No
Will this course NOT count towards any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

Grading

Is this course repeatable for credit?	No
What is the Grading Basis for this course?	Graded
Will the course or any sections of the course be taught as Honors?	No

Special Instructional Features	Do you anticipate the course will be offered at all campuses?	No
	At which campuses do you anticipate this course will be offered?	Storrs
	If not generally available at all campuses, please explain why	This course is associated with the Integrated Bachelor's/Master's teacher preparation program that currently is offered only at the Storrs campus.
	Will this course be taught off campus?	No
	Will this course be offered online?	No

Detailed Course Info	Provide proposed title and complete course catalog copy	Seminar/Clinic: Methods of Teaching Integration of concepts of teaching, learning, and assessment with area specific methods		
	Reason for the course action	The seminar/clinic previously offered in the Integrated Bachelor's/Master's program in the fall of their senior year (EGEN 4100) involved a weekly seminar and 1 day per week in the schools (12-14 days across the semester). With EGEN 4200, the students will continue their seminar, but will be in the schools approximately 20 days across the course of the semester. The previous seminar/clinic was a 3-credit seminar. The new seminar/clinic is a 4-credit seminar - an additional credit for additional hours during the clinic component of the course.		
	Specify effect on other departments and overlap with existing courses	This change should not impact other departments and does not overlap with other courses required of the students who will be taking the course. The on-campus seminar will meet during similar times as the previous clinic/seminar (that they will no longer take). The impact will relate to the clinic time in the schools, not to on-campus courses.		
	Please provide a brief description of course goals and learning objectives	<p>Course Description:</p> <p>The overarching objective during the second year of the IB/M program is to advance the transition from student to professional. This semester, the role of the preservice teacher is "student as teacher." The course will introduce the notion of praxis, the idea that theory needs to be grounded in practice, and practice in turn must be steeped in theory in order for critical teaching to take place. Within this context, the clinical placement, the methods courses, and seminar will focus on the observation of, interaction with, and discussion about the pedagogical practices of the classroom teacher. During both the clinical component and in the seminar, relationships to core coursework will be stressed.</p> <p>Course Objectives for Preservice Teachers:</p> <ol style="list-style-type: none"> 1) To observe and interact with educators and students as they teach and learn to increase their ability to <ol style="list-style-type: none"> a. recognize pedagogies and approaches discussed at the university b. apply pedagogies and approaches discussed in university-based classes with actual students c. learn additional pedagogies and approaches 2) To continue to develop skill in reflection and critical thinking as they engage with the course readings, their experiences, and those of their classmates. 3) To develop understandings regarding the moral obligations of the profession as they reflect on and integrate their learning in core coursework and clinical experience 		
	Describe course assessments	<p>Each participant will be evaluated by the extent to which they meet the following requirements:</p> <p>30% - Clinic Grade (Based on your cooperating teacher's midterm and final evaluations, also taking into account your own self-evaluations)</p> <p>25% - Reflective Journals (Based on the level of and nature of reflection and analysis integrating both course readings and your clinic experiences)</p> <p>20% - Class Participation (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings completed, critical incidents completed on assigned days, Black Ants and Buddhists Discussion, etc.)</p> <p>15% - Lesson Plan Project Reflection (You will reflect on the process of creating the lesson plan and your goals and next steps for these lessons. Your proposal will be included in this grade.)</p> <p>10% - Parent/Guardian Letter (You will draft, workshop, and revise a letter to send to your students' parents.)</p> <p>These assignments are described within the syllabus and rubrics are attached as appendices to the syllabus.</p>		
Syllabus and other attachments	Attachment	Attachmen...	Attachmen...	
	EGEN 4200 Syllabus_forC&C.docx	EGEN 4200 Syllabus_forC&C.docx	Syllabus	

Comments /
ApprovalsWorkflow
Sign-off

Sign-off Status

Approve

Sign-off Comments

I support the increase in credit to better reflect the increased hours in the clinical placement.

Committee Sign-Off
DatePost College Routing /
WorkflowComments &
Approvals Log

Stage	Name	Time Stamp	Status	Committee...	Comments
Start	Mary Truxaw	11/01/2016 - 16:14	Submit		This request is being made by Mary Truxaw on behalf of the Integrated Bachelor's/Master's Teacher Preparation Program. Its purpose is to provide a 4-credit seminar in fall of the senior year for preservice teachers who will be spending increased time in the schools.
EGEN	Cheryl D Galli	11/02/2016 - 11:37	Return		Mary, please resubmit this proposal as is - no changes are needed at this time. We have updated the EGEN department approver and in order to correct the workflow, you must resubmit the document. Thank you, Cheryl Galli/Senate Office
Return	Mary Truxaw	11/02/2016 - 12:00	Resubmit		EGEN 4200 - seminar/clinic will provide a 4-credit option for seniors in the Integrated Bachelor's/Master's Teacher Preparation Program (instead of EGEN 4100 that is 3-credits). This option will be used when clinic (time in schools) is increased to 20 days per semester (6 hours per day).
EGEN	Dorothea Anagnostopoulos	11/02/2016 - 17:37	Approve		I support the increase in credit

hours for the elementary teacher education students' fall semester senior year to 4 credits. This better reflects the increase in the number of hours these students will spend in their clinical placements during this fall semester.

Neag School of Education	Kristi A Napolitano	11/28/2016 - 08:05	Return	Please make correction.
Return	Mary Truxaw	11/28/2016 - 08:14	Resubmit	The prerequisites have been updated to EGEN 3120 (instead of EGEN 3110).
EGEN	Dorothea Anagnostopoulos	11/28/2016 - 10:31	Approve	I support the increase in credit to better reflect the increased hours in the clinical placement.

**Email
CAR
Request
Details**

Use the controls below to email the CAR form contents to a specified list of recipients. Email contents will reflect the current state of the CAR request.

(please provide at least one email address and a subject)

Email Recipient(s) mary.truxaw@uconn.edu,mary.doyle@uconn.edu,thomas.levine@uconn.edu,dorothea.anagnostopoulos@uconn.edu

Email Subject CAR: Truxaw - Seminar/Clinic: Methods of Teaching

Section

EGEN 4200 – Seminar/Clinic: Methods of Teaching

Instructor: Mary Truxaw, PhD

Email: xx

Office Hours: xx

Course Description

The overarching objective during the second year of the IB/M program is to advance the transition from student to professional. This semester, your role will be the “student as teacher.” We will be introducing the notion of praxis, the idea that theory needs to be grounded in practice, and practice in turn must be steeped in theory in order for critical teaching to take place. Within this context, your clinical placement, your methods courses, and seminar will focus on the observation of, interaction with, and discussion about the pedagogical practices of the classroom teacher. During both the clinical component and in the seminar, relationships to your core coursework will be stressed.

During this first semester, you will begin your path toward becoming a professional educator; as such, the importance of reflection and inquiry and the moral obligations of the profession will be emphasized. Throughout the remainder of your tenure in the IB/M program, you will become more aware of, and skilled in, teaching practice, which is reflective and analytical.

Course Objectives

- 1) To observe and interact with educators and students as you teach and learn to increase your ability to
 - a) recognize pedagogies and approaches discussed at the university
 - b) apply pedagogies and approaches discussed in university-based classes with actual students
 - c) learn additional pedagogies and approaches
- 2) To continue to develop skill in reflection and critical thinking as you engage with the course readings, your experiences, and those of your classmates.
- 3) To develop understandings regarding the moral obligations of the profession as you reflect on and integrate your learning in core coursework and clinical experience

Connections to Neag Framework

The Conceptual Framework of the Neag School of Education is defined by three themes: Learning, Leading, and Lighting the Way. This course addresses the Learning theme through its expectations that the teacher candidates will acquire and demonstrate strong professional knowledge base and skills for implementing evidence-based professional practice—both within their school clinic experiences and their seminar participation. While students in their senior year are not yet formally focusing on leadership (a theme of the master’s year), the theme of Leading is addressed through a commitment to inquiry and reflection in the context of teaching and learning. The third theme, Lighting the Way, involves embracing diversity and challenges in an ever-changing world. Teacher candidates are expected to differentiate learning, to inspire and motivate learners, and to work toward equity and human rights.

Course Materials

Required Texts:

Cowhey, M. (2006). *Black Ants and Buddhists*. Portland, Maine: Stenhouse Publishers.
Echevarria, J., Vogt, M., & Short, D. J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model (3rd Ed.)*. Boston: Allyn and Bacon

Additional readings will be distributed in class or posted on HuskyCT.

Introduction to Clinic

During the third clinical placement, the focus is on various aspects of classroom protocol through a professional lens. In this clinical assignment, you will spend approximately 20 days (approximately 6 hours per day) in a Professional Development School. The schedule will be structured to support intensive time in the schools; the school/clinic experiences will further enhance methods of teaching that you will learn in seminar and in content area methods coursework. Your role this semester is to be a participant as much as possible in your clinic classroom, while also being an avid observer of both teachers and students. How much you learn will be, in part, of your own making—it will depend upon your willingness to be engaged, to ask for more, and to reflect on your learning. **Be on time, be prepared, and act in a professional way.**

Introduction to Seminar

The seminar format is one in which a relatively small group of individuals discusses ideas, knowledge, and perspectives with respect to a specific topic or focus. (This semester, the focus is the “student as teacher.”) The seminar leader is present to provide structure, order, and consistency to the various interactions and to encourage students to probe the intricacies of professional issues together.

A focus of this seminar will be on how educators can make critical reflection a part of their everyday practice as well as the moral obligations of the profession. More specifically, we will be asking you to reflect upon the classroom teacher. In addressing complex teaching issues, the seminar will be divided into topical sessions and sessions focusing directly on the critical incidents you are each facing in your clinical placement.

Course Expectations

In seminar, students are expected to:

- Have a positive and proactive outlook.
- Take initiative in discussions.
- Come prepared for all activities.
- Turn in assignments that are of high quality and are completed on time.
- Demonstrate professionalism through punctuality, attendance, respect for diverse viewpoints, and confidentiality regarding students, teachers, peers, and professors.

In clinic, students are expected to:

- Attend clinic a minimum of 20 days (approximately 6 hours per day) and maintain schedules throughout the semester. (See *Clinic Hours Commitment Form* in Appendix A)
- Take initiative in formulating experiences.

- Conduct observations and write detailed field notes containing observations, interpretations, and personal reflections.
- Write thoughtful reflections on the objective data soon after it is collected.
- Demonstrate professionalism and common courtesy through communication with clinic teacher, adherence to standards of dress, punctuality, attendance, and behavior.
- Students are expected not only to observe K-12 students during their clinical placements, but also to stay and observe or participate in professional development and other forms of teacher professional collaboration, such as I.E.P. meetings, grade-level team meetings, professional learning communities, and/or parent conferences. Each semester across senior year, students should attend at least one form of teacher collaborative work; these likely will happen naturally, and students should simply know that such meetings are not times to leave school early, but important opportunities to further understand and gain skill in aspects of teaching.

The structure of this class has been intentionally designed to promote small and whole group discussions of ideas, knowledge, and perspectives with respect to our specific topic. You need to be present to reap the benefits of class discussions. Missed classes cannot be “made up.” Additionally, you are expected to be courteous and respectful of the learning process by being present and ready to begin discussions when class begins.

Assignments are due at the beginning of class. Some assignments will be handed in as a hard copy, while others will be posted on HuskyCT. If you know you will be absent on the day when an assignment is due, please make arrangements with the seminar leader to turn in your work ahead of time.

Assignments

The Reflective Journal

The reflective journal focuses on *reflection and critical thinking* (a course objective). A journal of critical reflections will be completed online through regular postings on HuskyCT. Journals will also serve as a springboard for seminar discussions. When you are at your placement, take written field notes based on topics we come up with in class or topics you have developed on your own. When you get home, or as soon as possible, write a reflection on what you observed.

Each journal reflection should have two sections: **structured** and **open**. For the **structured** portion of each reflection, you can choose to respond to any one of the five components of the Common Core of Teaching (CCT, 2010) (listed below), but please be sure to address all five components by the end of the semester. The **open** section should include other significant observations in a given week. Please reflect on something that is meaningful to you.

Common Core of Teaching (CCT) Components

[http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved CCT 2-3-2010.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf)

- **Classroom Environment, Student Engagement, and Commitment to Learning**
Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.
- **Planning for Active Learning**
Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large

- **Instruction for Active Learning**

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large

- **Assessment for Learning**

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction (NOTE that for your reflection, you will most likely focus on formative assessment and teacher adjustment based on student learning rather than summative assessment.)

- **Professional Responsibility, Teacher Leadership, and Reflection**

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership

Your reflections should allow you to build a more solid understanding of what you observe during your placement and help you make connections between these observations, our course readings, and the work that you are doing in your core coursework.

Critical Incidents

Many “problem-solving opportunities” will present themselves to you and your cooperating teacher throughout the course of this semester. Oftentimes, situations arise quickly and decisions must be made instantly. As a participant observer, you will be given the rare opportunity to work alongside master teachers as they navigate through these situations. The purpose of the Critical Incidents is to allow us to step back and carefully analyze situations that occur in the classroom. This project focuses on *reflection and critical thinking* (a course objective).

For this assignment, please begin by writing a brief description (**in one paragraph**) of a problem-solving opportunity that took place in your clinic classroom. Next, describe (**in one paragraph**) how the teacher solved or attempted to solve the problem. Finally, reflect on (**in one-two paragraphs**) the teacher’s problem-solving techniques (e.g. Do you agree/disagree with how the teacher handled the situation? How would you have handled the situation differently?). Be prepared to share your Critical Incidents with classmates as a springboard to discussion. Assessment will be based upon successful completion of the required components (noted above) and evidence of reflection. More details and a rubric will follow.

Lesson Plan Project Reflection

For this project you will write a reflection on the process of planning three consecutive lesson plans. These plans should be practical and valuable to you (and they can be designed to use during your student teaching in the spring). This project focuses on *recognizing, learning and applying pedagogies and approaches*, as well as *reflection and critical thinking* (course objectives). Specific components include: integrating *pedagogies and approaches of the consecutive lessons*, connection to appropriate *standards*; clearly described and appropriate *materials*; clearly described *learning activities* that connect to learning objectives; assessment that is aligned with learning objectives; and lesson planning *reflection*. Assessment will be based on successful completion of the required components and evidence of reflection. More details will follow throughout the semester regarding the requirements of this project. See Appendix B for a sample rubric.

Black Ants and Buddhists Discussion

This project requires you to work together to research some discussion strategies and apply one of them to the section your group is assigned in *Black Ants and Buddhists*. On your group's assigned day, you will have 30 minutes to lead a discussion in whatever way your group decides. You will turn in an explanation of the discussion strategy you chose and why you chose it, along with a list of thought-provoking discussion questions. This project focuses on *reflection and critical thinking as applied to course readings and experience* (a course objective). Required components include: *discussion techniques* that encourage discussion of the text, multiple opportunities for participation, and potential for adaptation for elementary students; *nature of the discussion* that demonstrates in-depth discussion of the text with connections to classroom experiences; engagement of classmates in the discussion; and in-depth *reflection*. Assessment will be based on successful completion of the required components and evidence of reflection. See Appendix C for a sample rubric.

Parent/Guardian Letter

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to: share information about students' academic progress, behavior, or development; seek information and help; and request parental involvement in school. These collaborations and communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school. Such communication helps both parents and teachers learn, build trust, and create information that can support how teachers and parents proceed to support specific learners. You will write a letter of introduction to send home to parents/guardians prior to your student teaching experience. The parent/guardian letter should include evidence of the following: *productive communication*, consideration of *language and culture of the students*, *professional language*, and *participation in the related workshop* within seminar. Assessment will be based on successful completion of the required components and evidence of reflection. See Appendix D for a sample rubric.

Grading

Each participant will be evaluated by the extent to which they meet the following requirements:

- 30% **Clinic Grade** (Based on your cooperating teacher's midterm and final evaluations, also taking into account your own self-evaluations)
- 25% **Reflective Journals** (Based on the level of and nature of reflection and analysis integrating both course readings and your clinic experiences)
- 20% **Class Participation** (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings completed, critical incidents completed on assigned days, *Black Ants and Buddhists Discussion*, etc.)
- 15% **Lesson Plan Project Reflection** (You will reflect on the process of creating the lesson plan and your goals and next steps for these lessons. Your proposal will be included in this grade.)
- 10% **Parent Letter** (You will draft, workshop, and revise a letter to send to your students' parents.)

Grades will be assigned according to the following scale:

100-94	A
90-93	A-
87-89	B+

84-86	B	
80-83	B-	
77-79	C+	
74-76	C	(and so on...)

Academic Integrity

Student behavior shall be consistent with the conduct delineated in the University of Connecticut's *Responsibilities for Community Life: The Student Code*. Students are responsible for understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the university, and a student in the event of alleged misconduct.

Observance of Religious Holidays

After reviewing the syllabus carefully, please contact me if you foresee a conflict between the due date for a major assignment and your religious observations.

Reasonable Accommodation

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either the Center for Students with Disabilities or me if you feel you may be qualified.

Notice of Revisions to Course Syllabus

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.

Course Calendar

Students will be notified of adjustments to the course calendar.

Week	Date	Topic	Assignments and Readings Due on this Date
1		Introductions! Content Area Professors Introduce Senior Year and Meeting with Clinic Teacher	
2		Labor Day—No class	✓ Contact Clinic Teacher and begin placement hours ASAP (see “clinic hour commitment form” in Appendix A)
3		Wrap-Up Discussion with Content Area Professors <ul style="list-style-type: none"> ▪ Morning Meeting Model and Signup ▪ Course Overview, Syllabus Review ▪ Introducing Yourself to the Class 	✓ Complete Assigned Reading from Content Area Professors (see handout distributed in seminar)
Note <i>Between Weeks 1 and 4, please complete the Student Information Sheet with specific information on your clinic placement. The seminar leader needs to know your clinic schedule, including the days and times, as well as the best way to contact your cooperating teacher.</i>			

4		Getting Started/Classroom Community <ul style="list-style-type: none"> ▪ Reflective Thinking Journal Activity ▪ All sections meet to discuss Lesson Plan Project ▪ Discussion Leader sign ups 	✓ Prologue, Chapters 1 & 2 ✓ “Reflective Action in Teaching” Article
5		Unit and Lesson Planning <ul style="list-style-type: none"> ▪ <i>Understanding by Design (UbD)</i> ▪ Proposal planning 	✓ <i>Understanding by Design</i> Chapter 2 ✓ “Prime Factors” Article ✓ Reflection #1 ✓ Student Information Sheet Due
6		Classroom Organization <ul style="list-style-type: none"> ▪ Structures, Procedures ▪ Discussion (Group 1 Leads) ▪ Lesson planning workshop 	✓ Chapters 3 & 4 ✓ Reflection #2 ✓ Lesson Plan Project proposal due
7		Critical Teaching and Controversial Issues <ul style="list-style-type: none"> ▪ Critical Incidents: Discussion, Analysis ▪ Discussion (Group 2 Leads) 	✓ Chapters 5 & 6 ✓ Critical Incident #1
8		Culturally Responsive Classroom <ul style="list-style-type: none"> ▪ Discussion (Group 3 Leads) ▪ Lesson planning workshop 	✓ Chapters 7 & 8 ✓ Reflection #3
9		<u>No seminar meeting</u> Individual appointments for midterm evaluation (~15 minutes each)	<u>Bring to Midterm Meeting:</u> ✓ Midterm evaluation from clinic teacher ✓ Midterm self-evaluation
10		Instruction for student engagement <ul style="list-style-type: none"> ▪ Discussion (Group 4 Leads) 	✓ Chapter 9 & 10 ✓ Reflection #4 ✓ Lesson Plan Project Reflection due (turn in plans and reflection)
11		Addressing Diverse Learners <ul style="list-style-type: none"> ▪ Discussion (Group 5 Leads) ▪ Survey about Cooperating Teachers ▪ Introduction to parent letter 	✓ Readings (TBA) ✓ Reflection #5
12		Critical Incidents: Discussion, Analysis <ul style="list-style-type: none"> ▪ Discussion (Group 6 Leads) ▪ Workshop parent letter 	✓ Chapters 11 & 12 ✓ Critical Incident #2 ✓ Parent letter first draft due
13		Thanksgiving Break – No Class	
14		Open Seminar: Topics To Be Announced	✓ **Final evaluations from clinic teachers due* ✓ Parent letter final draft due
15		Seminar Wrap-Up <ul style="list-style-type: none"> ▪ Student Teaching Preview and Panel 	

Appendix A: Clinic Hour Commitment Form

[Note: Dates below are a sample and would vary from year to year based on the academic calendar]

Dear Cooperating Teachers working with an Elementary Educator,

Your elementary education preservice teacher will spend her or his senior year fall coming to clinic **three** days a week on the following weeks—and you and the preservice teacher should please commit to three specific days during each week:

Tues 8/29 Wed 8/30 Thurs8/31 Fri 9/1

Tues 9/26 Wed 9/27 Thurs 9/28 Fri 9/29

Tues 10/3 Wed 10/4 Thurs 10/5 Fri 10/6

Your elementary education preservice teacher will a total of eleven of the following days with you, scheduled to allow her or him to do some teaching of consecutive lessons in a subject area. You may adjust these dates later to suit opportunities and needs you have related to teaching and any unmovable commitments your teacher has [such as finishing a required course on campus or work commitments that fund his or her studies]. You may choose to designate these days now or to circle the option indicating that you will schedule these days by 10/15.

	Tues 11/9	Wed 11/10	Thurs 11/11	Fri 11/12
Mon 11/15	Tues 11/16	Wed 11/17	Thurs 11/18	Fri 11/19
Mon 11/29	Tues 11/30	Wed 12/1	Thurs 12/2	

Signed,

Instructor, EGEN 4200 Seminar

Appendix B – Consecutive Lesson Plan - Evaluation (Sample)

Component	Not Yet (C-level or below work)	Somewhat (B-level work)	Yes (A-level work)
Pedagogy and approach of the consecutive lessons	Minimal integration of pedagogies and approaches discussed in university-based classes	Superficial integration of pedagogies and approaches discussed in university-based classes	Fully integrates pedagogies and approaches discussed in university-based classes
Connection to the Standards	Focused on standards but not appropriate and/or lacking apt discipline-specific practices	Focused on appropriate standards and/or with the apt discipline-specific practices	Focused on appropriate standards AND infused with apt discipline-specific practices
Materials	Lesson materials are described but not appropriate for the lesson	Lesson materials are described and/or are appropriate for the lesson	Lesson materials are clearly described and appropriate for the lesson
Learning Activities	<ul style="list-style-type: none"> Unclear with minimal description and many steps missing Learning activities and lesson objectives are unrelated Accommodations do not reflect students' needs 	<ul style="list-style-type: none"> Somewhat clear with some description and steps missing Some connection between the lesson objectives and the learning activities Appropriate accommodations that reflect some students' needs 	<ul style="list-style-type: none"> Very clear with in-depth description and all appropriate steps Lesson objectives are clearly reflected in the learning activities Thoughtful and appropriate accommodations to reflect students' needs
Assessment	<ul style="list-style-type: none"> Assessment is not aligned with the objectives Does not have potential to provide feedback about student learning 	<ul style="list-style-type: none"> Assessment is somewhat aligned with the objectives Has some potential to provide feedback about student learning 	<ul style="list-style-type: none"> Assessment is aligned with the objectives Has the potential to provide feedback about student learning
Lesson Planning Reflection	<ul style="list-style-type: none"> Minimal reflection about the lesson planning process Lacking reference to next steps for the lessons 	<ul style="list-style-type: none"> Superficial reflection about the lesson planning process Outline for next steps for the lessons 	<ul style="list-style-type: none"> In-depth reflection about the lesson planning process Comprehensive outline for next steps for the lessons

Appendix C – Black Ants and Buddhists Discussion Leader - Evaluation (Sample)

Component	Not Yet (C-level or below work)	Somewhat (B-level work)	Yes (A-level work)
Discussion Technique	<ul style="list-style-type: none"> Unclear connection to the text 	<ul style="list-style-type: none"> May encourage discussion of 	<ul style="list-style-type: none"> Potential to encourages in-

	<ul style="list-style-type: none"> ▪ Lack of opportunities for student participation ▪ Not useful for supporting discussions 	<p>the text</p> <ul style="list-style-type: none"> ▪ Some opportunities for student participation ▪ May be useful with elementary students 	<p>depth discussion of the text</p> <ul style="list-style-type: none"> ▪ Provides multiple opportunities for many students to participate ▪ Can be adapted for use with elementary students
Nature of the Discussion	<ul style="list-style-type: none"> ▪ Minimal engagement of students ▪ Minimal connections between classroom experiences the text 	<ul style="list-style-type: none"> ▪ Superficial discussion of the text ▪ Some connections between classroom experiences and the text are drawn 	<ul style="list-style-type: none"> ▪ In-depth discussion of the text ▪ Multiple connections between classroom experiences and the text
Engagement of classmates in the discussion	Students are not positioned to think critically about the text	Students are somewhat positioned to think critically about the text	Students are positioned to think critically text
Discussion Leader's reflection	<ul style="list-style-type: none"> ▪ Reflection provides a minimal description as to why the strategy was chosen and/or how it can support student thinking ▪ cursory analysis of the text 	<ul style="list-style-type: none"> ▪ Reflection includes a superficial description of why the strategy was chosen and/or how it can support student thinking ▪ Some analysis of the text 	<ul style="list-style-type: none"> ▪ In-depth reflection that includes why the strategy was chosen and/or how it can support student thinking ▪ Critical analysis of the text

Appendix D – Parent/Guardian Letter (Sample)

Component	Not Completely (C-level or below work)	Somewhat (B-level work)	Yes (A-level work)
Communication	• Does not	• Limited	• Promote

	promote productive communication between teacher-family	promotion of productive communication between teacher-family	productive communication between teacher-family
Consideration of language culture of students' families	<ul style="list-style-type: none"> • Considerations do not exist (i.e., no attention to students' cultures) 	<ul style="list-style-type: none"> • Limited considerations (i.e., some attention to students' cultures) 	<ul style="list-style-type: none"> • Considerations are well integrated (i.e., attention is given to students' cultures)
Professional language	<ul style="list-style-type: none"> • Language used is not appropriate for teacher-family communication 	<ul style="list-style-type: none"> • Language used is somewhat appropriate for teacher-family communication 	<ul style="list-style-type: none"> • Language is appropriate for teacher-family communication
Participation in Workshop	<ul style="list-style-type: none"> • Lack of participation (e.g., does not engage with classmates for feedback) 	<ul style="list-style-type: none"> • Some participation (e.g., partial engagement with classmates) 	<ul style="list-style-type: none"> • Full participation (e.g., fully engaged with classmates)

Course Action Request

  # 613

Created by	Thomas H Levine	Last updated	Nov 7, 2016, 11:04:47 AM Eastern Standard Time
Printed by	Kristi A Napolitano	Print Date	Nov 23, 2016, 12:07:12 PM Eastern Standard Time

Section

COURSE ACTION REQUEST

* indicates required field

Request Status In Progress

Course Info

Type of Action Revise Course

Is this a UNIV or
INTD course? NeitherNumber of Subject 1
CodesCourse Subject
InformationCourse EDCI
Subject CodeSchool / Neag School of Education
College

Department Curriculum and Instruction

Course Title Methods and Clinic in Elementary School Music

Course Number 3305

Will this use an
existing course
number? YesPlease explain the this is a revision of an existing course
use of existing
course number

Contact Info

Initiator Information

Initiator Thomas H Levine
NameInitiator EDUC CURIC & INSTR DEPT
DepartmentInitiator thl05001
NetId

thomas.levine@uconn.edu

Initiator

Email

Is this request for you or
someone else? Someone else

Proposer Lookup

Select a Proposer:

1. Type in the last name (first name is optional) and click on the search button ()
2. Click on **Select a Person** to select the person.

Proposer Abramo

Last Name

Proposer Joseph

First Name

Select a jma11008

Person

Proposer +1 860 486 4579

Phone

Proposer joseph.abramo@uconn.edu

Email

Does the Yes
department/school/program
currently have resources to
offer the course as
proposed?

Course
Features

Proposed Implementation Date

Proposed Term Spring

Proposed Year 2017

Will this course be No
taught in a
language other
than English?

Is this a General No
Education Course?

CLAS A-E Section

Non-W Course
Details

Number of 1
Sections

Number of 19
Students per
Section

Is this a
Variable
Credits
Course? No

Is this a
Multi-
Semester
Course? No

Credits 3

Instructional
Pattern lecture

Course

Restrictions

Non-W

Prerequisites

Prerequisites satisfactory progress in applied music
open only to students in the Integrated Bachelors/Masters
program

Corequisites none

Recommended
Preparation none

Is Consent
Required? Instructor Consent Required

Is enrollment
in this course
restricted? Yes

Is it restricted
by class? Yes

Who is it open
to? Junior, Senior

Is there a
specific
course
prohibition? No

Will this
course NOT
count towards
any specific
major or
related subject
area? No

Are there
concurrent
course
conditions? No

No

Are there other
enrollment
restrictions?

Grading

Is this course
repeatable for
credit?

No

What is the
Grading Basis for
this course?

Graded

Will the course or
any sections of the
course be taught
as Honors?

No

Special
Instructional
Features

Do you anticipate
the course will be
offered at all
campuses?

No

At which
campuses do you
anticipate this
course will be
offered?

Storrs

If not generally
available at all
campuses, please
explain why

services students in a program only at Storrs

Will this course be
taught off
campus?

No

Will this course be
offered online?

No

Detailed
Course Info

Provide existing
title and complete
course catalog
copy

[no text describing the course currently appears in the on-line uconn course catalog]

Provide proposed
title and complete
course catalog
copy

This course addresses the development of pre-service music teachers' skills in elementary learning (grades Pre-K-5; 6-8) and teaching through hands-on experience and observation. Students will explore the fundamental standard terms, concepts, musical skills, understandings, and dispositions to be effective elementary music teachers through the lenses of curriculum, instruction, and assessment. Music activities, materials, and teaching methods for elementary music classes, based on research and theories in music education, will be discussed.

Reason for the course action In brief, this change reverts to the original number of credits this course had before spring of 2016.

There were recent changes in the sequence for the IB/M program that were approved Spring 2016. These changes were, among others, to increase the number of method courses in the sequence. In music education, in the sixth semester, EDCI 3305 was increased from 3 to 4 credits, but EGEN 3110 (3 credits) was eliminated. This was done to conform to the other disciplines (Math, History, Elementary, etc.) in the IB/M program. Because music education previously had more methods courses than the other disciplines, this actually resulted in a reduction of methods courses. It was determined that reinstating of the original configuration was preferable.

We are asking for the following changes

1. Change EDCI 3305 from 4 to 3 credits.
2. Add/reinstate EGEN 3110

As stated, this returns the course sequence in this respect back to the original configuration. These courses have not been taught since the change in program, therefore, in practice, there would be no change in the plan of study by adopting these changes.

Specify effect on other departments and overlap with existing courses

none

Please provide a brief description of course goals and learning objectives

see syllabus

Describe course assessments

see syllabus

Syllabus and other attachments

Attachment

Attachmen...

Attachmen...

Elem Methods
2016.docx

Elem Methods
2016.docx

Syllabus

Comments / Approvals

Workflow

Sign-off

Sign-off

Approve

Status

Sign-off

NSOE Department Heads have reviewed and approved the proposed change.

Comments

Committee

Sign-Off

Date

Post

College

Routing /
WorkflowComments
&
Approvals
Log

Stage	Name	Time Stamp	Status	Committee...	Comments
Start	Thomas H Levine	08/26/2016 - 14:00	Draft		
Start	Thomas H Levine	08/26/2016 - 15:16	Draft		
Start	Thomas H Levine	08/26/2016 - 15:35	Draft		
Start	Thomas H Levine	11/07/2016 - 10:57	Submit		Tom Levine finished updating the CAR with information from the two music education faculty.
Curriculum and Instruction	Mary Doyle	11/07/2016 - 11:03	Approve		NSOE Department Heads have reviewed and approved the proposed change.

Email
CAR
Request
Details

Use the controls below to email the CAR form contents to a specified list of recipients. Email contents will reflect the current state of the CAR request.

(please provide at least one email address and a subject)

Email Recipient
(s)

Email Subject CAR: Abramo - Methods and Clinic in Elementary School Music

Section

UConn

NEAG SCHOOL OF EDUCATION



Methods in Elementary School Music & Clinic/Seminar, The Student in the School Context (EDCI 3305/EGEN 3108)

Spring 2016

Dr. Cara Bernard

Tuesday: Drama-Music Building 219A, 8:25-10:00am; 1:25-2:15pm

Email: cara.bernard@uconn.edu

Office: Drama-Music Building, 2nd floor/ / Gentry 4th Floor

Office hours: Monday and Wednesday 10:30am-1pm *and* by appointment



*Let us take our children seriously! Everything else follows from this...
only the best is good enough for a child. –Zoltan Kodály*

Course Description:

This course addresses the development of pre-service music teachers' skills in elementary learning and teaching through the experience of observing and teaching. Together, both through and in your clinical placements, we will explore the fundamental understanding of standard terms and concepts of musical skills, understandings, and dispositions to be effective elementary teachers. We will situate the context of elementary music teaching and learning through the lens of curriculum, instruction, and assessment. Music activities, materials, and teaching methods for teaching elementary music classes, based on research and theories in music education will be discussed.

This course prepares you for the art of teaching music by developing excellence in musicianship, pedagogy, and scholarship. In compliance with the mission of the Neag School of Education, the course aims *to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.*

Learning Goals

This course aims to prepare music education students to receive K-12 Certification in the State of CT upon graduation. By the end of the course, students will acquire a proficiency in the knowledge, skills and disposition towards teaching as they become informed and dynamic professionals.

1. Articulate the critical importance of music education in elementary school.
2. Continue to develop and explore personal dispositions of a music educator through journal writing.
3. Understand the roles of singing, listening, moving, playing instruments, composing, reading, improvising and writing music in the general music classroom.
4. Use your knowledge of music and children to create "age-appropriate" activities for children.
5. Explain and critique various prevailing methodologies and theories about student learning in music.
6. Demonstrate an improvement of your ability in certain teaching skill areas, and be able to reflect on your progress and goals for the future.
7. Discuss and demonstrate strategies for creating an optimum environment for **every student to learn and make music.**
8. Begin conversations relative to the moral obligations of this profession. This will include the developmental shaping of your own teaching philosophy, melding of your learning in all coursework, and reflecting critically on the nature of learning.

Assessment Outcomes:

1. Completion of lessons and curricula for general music teaching portfolio; clinical journal
2. Participation and contribution to class discussions, readings and activities.

Clinical Placement

The EGEN 3108 clinic placement will focus on teaching and learning. You will spend at as many as 6 hours per week, (totaling one full day) in an elementary general music setting. Your role is primarily to be participant observer. You will watch carefully, listen actively, and interact with students. You will also have opportunities to engage in initial teaching activities, including those such as teaching rote songs and singing games and structuring/implementing sequential learning experiences according to clinic teacher's curriculum. Demonstrate professionalism and common courtesy during communications with your clinic teacher and through adherence to standards of dress/appearance, punctuality, attendance, and behavior.

Texts and Other Instructional Materials:Required:

1. Instructor supplied materials/readings
2. Ukulele
3. Recorder
4. Three-ring binder and hole puncher (this will serve as your *Resource binder*, which will have your music, readings, lessons, warm-ups, etc.)
5. Journal (to take notes in during your clinical. Do *not* do this on the computer while in the field)
6. Audio-video recorder, USB drive (to store your teaching videos)

How much you learn will be of your own making. Your growth and development this semester and throughout your pre-service teacher training will depend on your willingness to be engaged, to ask for more, and to reflect on your learning. It is important that you follow all discussed expectations during your clinic placement. Information about documentation of clinic hours can be found online and a form with **your clinic teacher's signature will be required at the end of the semester.** Be on time, be prepared, dress professionally, behave in a professional manner, and focus your attention on the "learning" student whom you are observing.

Class Expectations:

1. Students will participate in class discussions and activities.
2. All written assignments and projects must be typewritten, double-spaced, proofread, with correct spelling and grammar. Assignments are due in

class on the date listed in the syllabus. Late assignments will result in the lowering of the grade for that assignment. If you have problems meeting a deadline, please see me prior to the due date. If you are unsure of how to complete the assignment, please schedule an appointment with me prior to the due date.

3. All assignments are due the midnight before the class. When submitting electronically, please start with your last name, then assignment name, then (Rodriguez Clinical Journal 1).
 4. Assignments that do not conform to criteria stated above may be subject to a rewrite. Dr. Bernard will use her sole discretion in determining if an assignment warrants a rewrite.
- If you feel that you need extra help with the content or an assignment, or you feel that you are unsure with any aspect of the course, please see Dr. Bernard.

Class Participation:

This is not a lecture format, but an active, hands-on microcosm of an elementary school classroom. In this setting we are one another's peers, coaches, teachers, and students. We will all play every role. Critical, reflective thinking and participation are crucial to your success and the success of your classmates. We will call on you. Your participation grade will be docked one percent if you are not alert and prepared to answer thoughtfully.

*****INFORMATION ABOUT WORK DUE*****

The point of doing work is so you will have something to use when you intern and when you first begin teaching.

Assignments

Readings/Lesson Plans/Projects

- These readings will help to supplement your learning in elementary methods, and to provide discourse, connecting your learning with your field experience. We will connect these readings to practice, implementing lessons, creating bulletin boards, or facilitating projects.

Journals

- Journal keeping will include your reflections and analyses on clinical experiences. Journals will be critiqued and graded by Prof. Bernard as to their level of and nature of reflection and analysis.
- When you are at your placement, you will write field notes based on required topics. The reflective writing of a paragraph or two on what you have observed will follow up Field note taking. You may focus on your feelings and ideas about what you observed, relationships to your own school influences, and ideas about teacher decisions with regard to student learning.

Please relate your observations to course work in relevant education courses as appropriate.

Journals will be submitted to Prof. Bernard. Journals will often serve as springboards for seminar discussion. **(Bring journals to class each week!)**

Critical Incident

“Critical” equals “highly significant” ...a turning point in your frame of reference in thinking about issues such as behavioral concerns, classroom management, special education, a meaningful moment with a child, etc.

- One critical incident will be written, presented, and submitted for discussion by all students. Critical incidents will describe in detail a problem, issue, event, etc. Analysis and possible solutions will be generated during group discussion in seminar.

Your critical incident due in April will be a 4-6 page paper (double spaced) and presentation. The paper should include the description of the incident, a thorough analysis and reflection section with ties to your core classes, and theoretical, rational reflection and analysis of the critical incident. (This is a graded assignment.)

Micro Teaching

You will be in groups of 3 for *most* of this teaching. For each lesson, one group member will serve as a captain, one as the heavy-hitter, and one as the clean-up hitter/closer. These positions will rotate so that each person serves in each capacity at least once.

Group roles:

- ✓ Captain: opens the lesson with a 10 minute “hook.” This person is also responsible for uploading the plan one week before teaching, and putting the lesson into the template (which will be handed out in class) including group suggestions and sourced material.
- ✓ Heavy-hitter: teaches the “meat” of the lesson for 10 minutes. This person is also responsible for videotaping the lesson and uploading the lesson to Google drive during the week in which the lesson is taught.
- ✓ Clean-up hitter: assesses earlier materials’ absorption by the students, then either chooses to reteach, reinforce, continue practice, or extend the lesson for the final 10 minutes of the class.

After EACH lesson, each member of the group is responsible for adding an individual reflection to their journal.

Each *Micro-teach* will be evaluated by Dr. Bernard on the following 4-point scale with comments:

1 = Insufficiently addressed. Student did not exhibit skills or behaviors to suggest that s/he understands this aspect of teaching. Student may have been very unprepared.
2 = Emergent. Student exhibited a few skills or behaviors to suggest that understanding of this aspect of the teaching is developing. Student may have been unprepared.
3 = Adequately addressed. Student included enough skills or behaviors to suggest that s/he has adequate understanding of this aspect of the teaching. Student was prepared.
4 = Target. The student includes skills and behaviors that demonstrate not only adequate understanding of this aspect of teaching, but a larger understanding of this aspect of teaching in the bigger picture of elementary general music. Student was extremely prepared, and the lesson proceeded smoothly and enjoyably.

Instructor Comments: (you won't be checked off on all of these; these are just the most common)

- ☐ Use language that is concise and 'kid-friendly.'
- ☐ Talk less, demonstrate more.
- ☐ Reuse the musical content more frequently throughout the lesson. ("Saturation")
- ☐ Use the available instructional space to move amongst students.
- ☐ Ensure that students are more actively engaged with music content throughout instruction
- ☐ Check for student understanding before moving on.
- ☐ Check that students can perform *independently* of you before adding a new element.
- ☐ Simplify lesson plan delivery and/or instructions.
- ☐ Model several times your expectations of students' musical behaviors.
- ☐ Enforce the musical/behavioral expectations you set.
- ☐ Redirect student behavior when needed.
- ☐ Give SPECIFIC feedback more frequently to students.
- ☐ Model a positive emotional affect: lively and interesting. Smile. ☺

Grading System:

A = 94-100	C+ = 77-79
A- = 90-93	C = 73-76
	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
	F = 59 and below

Per Neag School of Education requirements and state requirements for certification, a grade of 80 or higher must be achieved to pass this course.

Attendance Policy

Students are expected to come to all classes. Participation, through class discussions and in-class group projects are a significant part of your grade and an absence from class is a missed opportunity to engage with the professor and

fellow students in ways that cannot take place outside of class. Therefore there is no specific number of “legal” absences allowed. Accepted absences are documented illnesses or a death in the family. If you must miss a class and it does not fall into one of these categories, please try to notify me **prior** to missing the class. Students who have missed a class for any reason will be expected to find out what has been missed. **You** are fully responsible for all missed work.

University of Connecticut Policy on Academic Integrity

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).

Conduct

“We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference.” (John Dewey 1933, p. 22)

We are educators. In this sense, we are always models of what a moral and ethical person may be. As such, please be aware of yourself.

Violating the rules constitutes disruptive behavior and will be handled as a violation of the Student Code, according to which, *“Disruptive behavior which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching; research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off-campus; of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus.” In other words, violators will be reported to the Office of Community Standards for formal disciplinary action.*

A Note on Plagiarism

The faculty and administration at UConn support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation.

We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your instructor if you have any

concerns about your ability to conform to these guidelines. Also see the UConn Library's [Research 101](#) tutorial for details.

Special Accommodations

Please contact me with regard to personal learning needs or learning styles. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

Helpful Websites:

The following websites are very helpful (PARTICULARLY the Mama Lisa Site and the Holy Names site)

RECORDER SITES:

- <http://studiokay.com/recorder/Studentsx.html#TXTOBJ7D1151A17A398C1>
- <http://www.squeakysrecorderplayhouse.com/default.htm>

Repertoire and Lesson Ideas:

-Smithsonian Folkways:

<http://www.folkways.si.edu/>

-Kids Songs around the world:

<http://www.mamalisa.com/?t=eh>

-Folkstreams Net

<http://www.folkstreams.net/>

-Library of Congress

<http://www.libraryofcongress.gov/folklife/Gordon/AnnotationsandTexts.html>

-Holy Names College Kodaly Website:

<http://kodaly.hnu.edu/>

-Popular Songs in American History:

<http://www.contemplator.com/america/>

-Max Hunter's Song Collection: Missouri State

<http://maxhunter.missouristate.edu/>

-Wisconsin Folksong Collection, 1937-1946 – University of Wisconsin

<http://digicoll.library.wisc.edu/WiscFolkSong/>

-PBS Lesson plan:

<http://www.pbs.org/theblues/classroom/lessons.html>

-Kennedy Center

<http://artsedge.kennedy-center.org/>

Children's Books

There are MANY books out there you can use in your classes – to sing along, to get them to make up a song (as we will do with Brown Bear), etc. Most all of these books can be found online and many used. Many of them have CD's with them.

- *Follow the Drinking Gourd* (**I suggest this is one you should buy!**)
Jeanette Winter

- *In the Tall, Tall Grass* (I would suggest you buying this one as well - each group acts out and spoke one of the phrases in the book.)
Denise Fleming

- *Chrysanthemum*
Keven Henkes

- *This Old Man*
Illustrated by Carol Jones

- *Old MacDonald had a Farm*
Illustrated by Carol Jones

- *There was an Old Lady Who Swallowed a Fly*
(There are lots of versions of this)

- *There was an Old Lady Who Swallowed a Bat*
Lucille Colandro
Illustrated Jared Lee

- *Who took the Cookie from the Cookie Jar*
Bonnie Lass & Philemon Sturges
Illustrated by Ashley Wolff

- *This Little Light of Mine*
Illustrated by E.B. Lewis

- *Skip to My Lou*

Nadine Bernard
Westcott

- *The Seals on the Bus*
Lenny Hort
Illustrated G. Brian Karas
• *Carnival of the Animals*
(this has a CD with it for the music)
Verses Jack Prelutsky
Illustrated Mary GrandPré

- *Puff, the Magic Dragon*
(book and CD)
Peter Yarrow, Lenny Lipton, Eric Puybaret
(Illustrator)

- *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*
Merle Peek

- *The Philharmonic Gets Dressed*
Karla Kuskin
Illustrations Marc Simont

- *Hush Little Baby*
Brain Pinkney

- *Hush Little Baby*
Sylvia Long

- *Hush Little Alien*
Daniel Kirk

- *We All Went on Safari: A Counting Journey Through Tanzania*
Laurie Krebs and Julia Cairns

- *Click Clack Moo - Cows that Type*
Doreen Cronin
Betsy Lewin

- *Five Green and Speckled Frogs*
Priscilla Burris

- *Sleepy Lion Lullaby*
written and illustrated by Rachel Boulton.

- *Winter Lullaby*
Barbara Seuling and Greg Newbold
(Illustrator)

- *Lullaby Moon*,
Rosie Reeve.

- *Sweet Dreams Lullaby*
Betsy E. Snyder

- *The Book of Lullabies*
John Feierabend
• *Hush! A Thai Lullaby*
Mingfon Ho

- *Star Light, Star Bright: A Magic Glow Book With Peek-Inside Flaps*
Melissa Tyrrell

- *Nine O'clock Lullaby*
Marilyn Singer and Frane Lessac

- *Hush Little Dragon*
Bonnie Ashburn

- *Hush, little Puppy*
April Pulley Sayre

- *Hush Little Polar Bear*
Jeff Mack

• *The Magic School Bus
Sees Stars*
by Nancy White

• *Sunbelievable*
Jo Ann Kairys

Dan Yaccarino

• *Stars*
Mary Lyn Ray, Maria
Frazee

• *Time for Bed*
Mem Fox

• *Who will sing a Lullaby*
Dee Lillegard

Sample Lesson Plan Template (we will explore others as well, but here is one option)

Name:

Grade Level:

Guiding Question: What does it mean to communicate?

This is the question that will guide the development of this lesson plan. The activities and discussions you include and the kinds of questions you ask in this lesson will all address this Guiding Question in some way.

- **Purpose:** The purpose of this lesson is to (or something like that, but NOT “Students will”...)
-
- **Musical Goals of the Lesson:** Students will review and continue to understand the process by which (or something like that, but NOT “Students will”)
- **Social Goals of the Lesson:**
- **Print Literacy Concepts:**
- **Mathematics or Science Concepts**

PROCEDURE:

How will you introduce the lesson? Remember I want you to ask students what they **THINK** they know and not what they know....

What steps will move forward through the lesson? Write the entire lesson out – include every activity and how you will teach it.

Write out the questions you will ask during the lesson:

And do NOT list any question that asks how a student **FEELS** (responded to, perhaps or reacted to - and then followed up by asking them why they reacted or responded they way they did, but NOT feelings.) These need to be big open-ended questions that get at the **WHY** of something. Do **not** list yes, or no questions with right or wrong answers. Do not ask questions that have one word responses – ask questions that lead toward more discussion

Assessment: Describe exactly how you are going to assess and what steps you will take. Simply playing the ppt or having them sing is not an assessment – what will you be assessing?

Remember that you also have print literacy concepts you can be assessing as well.

-articulate process of formative assessment strategies.

-articulate the assessment of the summative project.

Connecticut-National Music Standards/CCLS Core Music Standards

Schedule of Class Topics and Assignments Due*

*Because the learning experience should be flexible and fluid, the following schedule is tentative and is subject change.

Week	Date	Topic(s)	Assignments Due Today	Weekly Clinical Journal Prompts
	1/20	Introduction Singing Games and Scaffolding of Skills		
1	1/25	Micro-teach: Singing Games	1. In your group of 3, find a singing game. 2. Read Eisen & Robinson, Ch. 4—How to Teach a Game 3. Prepare and practice teaching.	Describe your overall reactions to the school and music classroom. Describe the time of day and the length of time the teacher has with the class, how many times a week does class meet? Do the students arrive on time? How does the teacher bring the class into focus? Do they all stay the entire class? How does this affect the lesson?
	1/27	Ukulele overview C & G chords Playlist of Identity/Bulletin Boards	Playlist of Identity: Construct a playlist of songs with which you identify. Each song should represent a different part of your life and who you are. Why do these pieces make up your musical identity? Why are they significant? Be sure to list each song title and artist. Write at least 1 detailed paragraph for each song, sharing why this piece is important to who you are. Bring the playlist. Prepare a 2 minute presentation on 1 piece from your <i>playlist of identity</i> . You will play 90 seconds of the piece (bring the recording), and give a 2 minute talk—tell a story, share the lyrics with us and why they are significant, etc. Practice!!! Musical autobiography: Reflect on your own musical experiences. Tell us the story of how you came to be so passionate about music. Are there significant moments in your journey that led you to pursue music? Are there particular musical memories? How has your musical identity taken shape as a result? 2-3 pages written, or video, or narrated PowerPoint	
2	2/1	Micro-teach: Rhythm Activity	In your group of 3, prep and practice teaching your assigned rhythm activity. Pay attention to the way you model, give instructions and questions. Bring in journal entries to share.	Observe rote song teaching. Document the style and approach. Consider in your analysis: 1. Questions the teacher may ask. 2. Motivational set? Grade level? 3. Does she/he establish tonality? 4. Use of whole part whole or chime in, or multiple repetitions of verses, etc.? 5. Focus on patterns? In what manner are they focused upon? 6. Adding of piano or other accompaniment? 7. Other observable strategies with teaching rote songs?
	2/3	Guest (AM): Sophia Papoulis, Boston Children's Chorus/Foundation for Small Voices Micro-teach: C&G Songs with I-IV-V	Using C & G chords, teach a song for 3 rd grade. What activities will you use? How will you structure your activity? What elements are you teaching? Find songs with a I-IV-V progression. Email to Dr. B	
	2/8	Presentation of sol-mi Fast-Slow/Loud-Soft	Read Eisen & Robinson, Ch. 5—Lesson Planning Create a 5-7 min. Kinder LP for fast-slow OR loud-soft. What rep will you use? Bring in to share. Bring in journal entries to share.	1. If you observe k-2 music classroom, what concepts are being taught? 2. If you do not visit those classes, ask your participating teacher about the strategies and concepts for k-2 they find

3	2/10	Virtual Visit to Friends Seminary, Manhattan, grade 1 Kristin Marchilena, teacher	Review Kristin’s 1 st grade LPs (<i>to be sent</i>). Make notes on questions you see. We will discuss sequencing and transitions with her. You will see two 1 st grade classes, so we will be observing how Kristin changes her pedagogy and plans accordingly for each class’s needs. Practice via LKR Hang. Pick one song and practice. How would you approach teaching this song and facilitating student practice using this resource? Sketch out and bring to class.	successful. 3. Observe: In what ways does the teacher incorporate the Ct. State Standards of creating, performing, and responding in any grade level that you are observing. 4. Discuss with the teacher, or from your observations, share an example of each: creating, performing, and responding. If you do not observe a classroom of this age this week, please complete this question with desired interpretations and examples.
4	2/15	Teaching Sequences Teaching a Book Making Manipulatives	Read Campbell & Kassner, Ch. 4—Methods of Teaching Music to Children Select a musical concept (3/4 meter, m-r-d, ta-ti ti-ta-ta, binary form). Design three (or more) ways of teaching the concept, using the distinctive techniques and materials of three (or more) methods. Bring in journal entries to share.	Consider HOW you are being taught in your methods classes – compare this to what you observe. What are the students doing? What do we do? How long does the teacher spend on each activity (how many activities are there in the class period?). How many activities do we do in an hour’s time? How does the teacher transition between activities?
	2/17	Recorder—making a sound BAG the GAB Uke & Recorder Jams	Read All Uke Can Do, http://www.nafme.org/all-uke-can-do-enhancing-general-music-through-the-ukulele/ Bring recorder & uke.	
5	2/22	Follow the Drinking Gourd Activities to produce student work Culturally Responsive Teaching and Cross-Curricular Ideas	Bring in journal entries to share.	What kind of inquiry drives instruction? What kinds of questions are being asked? Who is asking them? (WRITE DOWN THE QUESTIONS WORD FOR WORD!) How are the questions being answered? How does the teacher respond to all of the answers? (Write their responses!)
	2/24	Virtual Visit to Compass Charter School, Brooklyn, NY Sara Kramer, teacher	Visit Compass Charter School’s website: http://brooklyncompass.org Watch the video. What do you notice about this school that might be different from your clinical placement, or your own elementary experience? How does inquiry drive teaching and instruction? Read Giebelhausen (2015). In the beginning of the middle. <i>General Music Today</i> . Using Giebelhausen’s sample LP and suggestions, how might you incorporate playing, movement, and singing in your 6 th grade class? Sketch an idea—use repertoire and recordings, and technology. 20 min. max.	
	2/27	CMEA PD: Urban Education, University of Bridgeport. Dr. Bernard & Dr. Abramo presenting. Come and learn!		
	2/29	Drinking Gourd bulletin boards	In your group of 3, prepare a bulletin board with the theme of Follow the Drinking Gourd. Connect to musical ideas you might be teaching at this time, and extra-musical concepts (freedom, courage, etc.) and cross-	Determine a portion of a lesson to document from clinic: (rhythmic speech, song, movement). Write the teacher’s lesson plan from your own

6			curricular. Use student work. Bring in journal entries to share.	documentation using format: a. Context: grade/classroom/space b. Conceptual Objective: Define what the teacher appears to be teaching for understanding. c. Behavioral Objective: Describe specific behaviors of students. d. Materials e. Procedures f. Assessment!
	3/2	Group 1: Teaching a Book	Do a search for ukulele in general music—what do you find? Bring in ideas, tips, and learning tools. Read Thibeault. Practice via LKR Hang.	
7	3/7	Guest (PM): Dr. Joseph Abramo, Students with Disabilities	Read Abramo, J.M. (2015). Gifted Students with Disabilities: “Twice Exceptionality” in the Music Classroom. <i>Music Educators Journal</i> . How would you address the needs of a 2e student with group work? What about ukulele or recorder? Bring in 2 questions for Dr. Abramo (write them down!). Bring in journal entries to share.	What do you believe is the objective of the lesson? What do you guess the purpose is of the objective? Describe the musical activities the teacher using to obtain the objective. How does the teacher know that the students have obtained the objective? Describe how the teacher deals with issues that “bother” her or him? Speak with your CT about students with disabilities. How does s/he address particular student behaviors?
	3/9	Group 2: Teaching a Book	TBA	
	3/14	Spring Break! Enjoy your week off!		
	3/16			
	3/19	Neag Alumni Awards—please join the chorus and sing in honor of Dr. Hal Abeles, the first music educator who will be honored!		
8	3/21	Virtual Visit to Angela Carpenter’s music classroom, Lexington Public Schools, Mass. Listening Maps	Create a listening map for the piece and grade of your choice. Lead us through it. What creating can students do as a result of this activity? (composition in same form, pull out melodic or rhythmic motive, etc.). Prepare to share. Bring in journal entries to share.	Explore the curriculum in your school for grades 3-5. What are the musical goals? What are the non-musical goals? Are the units revolved around repertoire or musical concepts and skills (such as listening, rhythm and pitch, etc.)? How do the units connect to each other? 1. Provide ex. of repertoire used in the classroom for one particular class. Is content multicultural, folk, classic, contemporary, or other styles and genres? 2. Is a district curriculum in place for the elementary level? 3. Describe circumstances around its evolution and content. I.E. is the district primarily focusing on Kodaly and the curriculum follows that method? Is the district more eclectic, and what guides curriculum development? Do standards guide the curriculum? 4. Have you seen the district’s curriculum as an interesting point of departure? 5. What are the components of the district curriculum? 6. If there is no written curriculum, what guides teacher

	3/23	Guest: Phil Greco Project-Based Learning	<p>Read Tobias, Campbell, & Greco (2015). Bringing Curriculum to Life: Enacting Project-Based Learning in Music Programs. <i>Music Educators Journal</i>.</p> <p>Watch the first 3 videos posted on the "portraits" link on Greco's website, www.portraitsofpractice.com - Know the framework for designing projects that are laid out in the article... have a list of <i>thoughtful</i> questions that are derived from both the article framework and from the videos. Questions should relate to teaching and learning.</p>	decisions?
9	3/28	Curriculum & Project-Based Learning Group 3: Teaching a Book Bulletin Board: Listening Maps	<p>Read Conway, C. (2002). "Curriculum Writing in Music Education." <i>Music Educators Journal</i>.</p> <p>Why is it important to have curriculum? What constitutes a balanced and effective curriculum in music?</p> <p>Critique the following idea: "I see the children only once a week, which is totally inadequate, so I choose materials and activities that I think are fun. I want them to have a good time. It's impossible for me to follow a sequential curriculum."</p> <p>Bring in journal entries to share.</p>	How do I know that my students are learning? Sharing of authentic measures (assessments) you have documented from site-based visits!
	3/30	Creativity and Beyond in Elementary School Music	<p>Read Menard, E. (2013). Creative Thinking in Music. <i>Music Educators Journal</i>.</p> <p>Using Fig. 2, outline a creativity lesson using composition. Choose grade level and plan accordingly based on student skill and learning development. Be prepared to swap with a partner to edit and provide feedback.</p> <p>What would this look like with uke or recorder?</p>	
10	4/4	Group 4: Teaching a Book Creating Rubrics	<p>Read Rotjan, M. (2014). Develop a Performance Rubric with Your Ensemble. <i>Teaching Music</i>.</p> <p>Would a rubric process like this work for student performances in general music? Why/not? What, if any, tweaking would you make? Make these changes and bring in the new rubric.</p> <p>Bring in journal entries to share.</p>	What, if any, popular music do you see in your clinical placement? How is it used/implemented? What is your CT's view of popular music in the elementary classroom?

	4/6	The Case for Popular Music	Read Springer, D. & Gooding, L. (2013). Preservice Music Teachers' Attitudes Toward Popular Music in the Music Classroom. <i>Update</i> . Where is the space for pop music in elementary school music? IS there space? What about lyrical content and vocal modeling?	
11	4/11	Balancing Musical Skill and Student Creativity in the Written Curriculum	Bring in journal entries to share.	Free write. Feel free to ask questions, form ideas, and muse about your clinical placement.
	4/13	Ukulele TBA	Practice via LKR Hang.	
12	4/18	Critical Incident 1 & 2 Guest: Emma Brondolo Early Childhood Specialist/Director, Young People's Chorus of Thurnauer, NJ	Bring in journal entries to share.	Final reflection and thoughts.
	4/20	Ukulele TBA Critical Incident 3 & 4	Practice via LKR Hang.	
13	4/25	Critical Incident 5 Guest: Phil Greco Project-Based Learning	Read Tobias, Campbell, & Greco (2015). Bringing Curriculum to Life: Enacting Project-Based Learning in Music Programs. <i>Music Educators Journal</i> . Watch the first 3 videos posted on the "portraits" link on Greco's website, www.portraitsofpractice.com - Know the framework for designing projects that are laid out in the article... have a list of <i>thoughtful</i> questions that are derived from both the article framework and from the videos. Questions should relate to teaching and learning.	Finishing touches on Critical Incident papers to turn in.
	4/27		TBA	
14	4/28-4/30	CMEA Conference, Hartford—attend as a rep for our fab program! This is where future colleagues and potential jobs could be!		