

TO: Tutita Casa, Casey Cobb, Joseph Cooper, Shaun Dougherty, Tamika La Salle, Thomas Levine, James O'Neil, Ann Traynor

FROM: Alan Marcus, *Chair*

RE: Minutes of the Curricula & Courses Committee Meeting on November 18, 2015

MINUTES

A. CURRENT PROGRAM REVISION

1. PROGRAM TITLE: Sport Management; Undergraduate Level.

RATIONALE: The Sport Management program reevaluated pre-requisite requirements to better align with their core requirements and to better prepare students for careers in the sport industry. The proposal includes the following changes:

Drop four prerequisite courses:

ACCT 2001 (Principles of Financial Accounting)
BADM 2710 (Principles of Managerial Accounting)
BADM 3750 (Intro to Marketing Management)
MATH 1071Q (Calculus for Business & Economics)

Add two required courses:

PSYC 2600 (Industrial/Organizational Psychology)
EDLR 3550 (Sport Management Senior Seminar)

Recommended course:

SOCI 1501 Race, Class & Gender (or another SOCI)

- Change Cognate electives from 12 to 15 credits

APPROVED BY DEPARTMENT: October 27, 2015
APPROVED BY C&C COMMITTEE: November 18, 2015

B. NEW COURSES

1. PROPOSED TITLE: EDCI 3010 - Elementary Curriculum Standards and Integration. One credit.
RATIONALE – see attachments for additional information

APPROVED BY DEPARTMENT: November 23, 2015 (via electronic vote)
APPROVED BY C&C COMMITTEE: November 27, 2015 (via electronic vote)

2. PROPOSED TITLE: EDCI 3100 - Multicultural Education, Equity & Social Justice. Three credits.
RATIONALE – see attachments for additional information

APPROVED BY DEPARTMENT: November 23, 2015 (via electronic vote)
APPROVED BY C&C COMMITTEE: November 27, 2015 (via electronic vote)

3. PROPOSED TITLE: EDCI 3100W - Multicultural Education, Equity & Social Justice. Three credits.
RATIONALE – see attachments for additional information

APPROVED BY DEPARTMENT: November 23, 2015 (via electronic vote)
APPROVED BY C&C COMMITTEE: November 27, 2015 (via electronic vote)



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.

COURSE NUMBER

Current Proposed

COURSE TITLE

INITIATING DEPARTMENT EDLR

CONTACT PERSON **Laura Burton** U-BOX

TELEPHONE E-MAIL

PROPOSED COURSE INSTRUCTOR(S)

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision (see page 5)

DATE OF DEPARTMENTAL APPROVAL: 10/31/2015

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. COURSE SYLLABUS (including course description and course outline)
Attached file name

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name _____]
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (undergraduate course) [attached yes]
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (undergraduate course) [attached yes]
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

Sport Management

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

The faculty teaching in the undergraduate Sport Management program has evaluated the pre-requisite courses and current program requirements as aligned with current academic standards for Sport Management. As we have added additional courses to the program major, we have also determined that some pre-requisite and required courses outside of EDLR are no longer needed. Further, given the continued constraints (e.g., no open seats or permission #s) imposed on students attempting to enroll in courses outside of EDLR, we have removed additional required courses that are not in EDLR. Many of those courses were in BADM. Further, we are encouraging students to seek coursework in other areas, including pursuing a Human Rights minor or other minors of interest, that will provide students opportunities to explore the domain of sport more broadly.

We are confident that the changes we have made to the undergraduate sport management program will provide students with a solid foundation in sport management. Further, by removing required BADM courses, students have the opportunity pursue diverse interests (courses/minors) that can help expand their opportunities to work within the field. We will continue to support students with an interest in pursuing the Business Fundamentals minor, and have provided information in the updated eight-semester sequence regarding classes that must be taken in order to fulfill requirements to pursue that minor (or other BADM minors).

Prerequisite courses to be dropped:

ACCT 2001 Principles of Financial Accounting
BADM 2710 Principles of Managerial Accounting
BADM 3750 Intro to Marketing Management
MATH 1071Q Calculus for Business & Economics

Required courses added:

PSYC 2600 Industrial/Organizational Psychology
EDLR 3550 Sport Management Senior Seminar

Recommended course:

SOCI 1501 Race, Class & Gender

Change Cognate electives from 12 to 15 credits

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Potential_Revisions_SportManagement
2016-17] The revisions/additional new courses are highlighted in yellow.

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence
[Noted_Changes_Undergraduate_SportManagement_2015-16]
- b. Departmental minutes [filename] Vote by email – communications
attached.
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

EDUCATIONAL LEADERSHIP PROGRAM GUIDELINES**Major: Sport Management
(KSOCSCI BS - SPM)**

These guidelines summarize the requirements for a Bachelor of Science for students following the 2015-2016 requirements.

The Sport Management major prepares students for employment in the marketing, promotion, and/or management of sport-related enterprises. Such areas can include community, college/university, professional and corporate sport organizations.

A. General Education Requirements

The General Education Requirement listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2015-2016 include:

- Content Area I – Arts and Humanities 6 credits
- Content Area II – Social Sciences 6 credits
- Content Area III – Science and Technology 6-7 credits
- Content Area IV – Diversity & Multiculturalism 6 credits

B. Educational Leadership Requirements

EDLR 3090	Directed Observation/Participation	3 credit
EDLR 3091	Internship	6 credits
EDLR 3300W	Sport in Society	3 credits
EDLR 3310	Introduction to Sport Management	3 credits
EDLR 3325	Sport Facility and Event Management	3 credits
EDLR 3335	Sport Law	3 credits
EDLR 3340	Introduction to Sport Marketing	3 credits
EDLR 3345	Financial Management in the Sport Industry	3 credits
EDLR 3350	Introduction to Sport Communication	3 credits
EDLR 3547W	Introduction to Sport Based Youth Development	4 credits

C. Related Requirements:

~~ACCT 2001; BADM 2710, BADM 3750; COMM 1100, ECON 1201, ECON 1202; MATH 1070Q, MATH 1071Q; PSYC 1100; PSYC 1101 or PSYC 1103, SOCI 1001 or SOCI 1251; STAT 1000Q or STAT 1100Q.~~

Cognate Electives: Students will select at least 12 credits of advisor approved 2000-level or higher major related courses outside of Educational Leadership.

Earn at least 120 credits with a minimum total grade point average of 2.2.

SPORT MANAGEMENT
SAMPLE SEMESTER SEQUENCE*

<u>SEMESTER 1</u> (13 credits)		<u>SEMESTER 2</u> (15-16 credits)	
ENGL 1010 or ENGL 1011	4	Content Area 1	3
Content Area 1	3	Content Area 4	3
MATH 1070Q	3	COMM 1100	3
PSYC 1100 (Also fulfills CA 3)	3	MATH 1071Q	3
		PSYC 1101 or PSYC 1103	3 or 4

SUMMER SESSION

**Language

<u>SEMESTER 3</u> (16 credits)		<u>SEMESTER 4</u> (13 credits)	
Content Area 3 (lab)	4	STAT 1000Q or 1100Q	4
Content Area 4	3	ACCT 2001	3
ECON 1202 (Also fulfills CA 2)	3	ECON 1201	3
SOCI 1001 or SOCI 1251 (Fulfills CA 2)	3	Elective	3
Elective	3		

<u>SEMESTER 5</u> (12 required credits)		<u>SEMESTER 6</u> (13 required credits)	
EDLR 3300W Sport in Society	3	EDLR 3090 Directed Obser.& Particip.	3
EDLR 3310 Intro. to Sport Management	3	EDLR 3345 Fin. Mgmt. in Sport Industry	3
BADM 3750 Intro. to Marketing Management	3	EDLR 3547W Sport Based Youth Dev.	4
Cognate Elective	3	BADM 2710 Prin. of Manag. Account.	3

<u>SEMESTER 7</u> (12 required credits)		<u>SEMESTER 8</u> (9 required credits)	
EDLR 3335 Sport Law	3	EDLR 3325 Sp. Facil. Event Mg.	3
Cognate Elective	3	EDLR 3340 Intro. to Sport Marketing	3
Cognate Elective	3	EDLR 3350 Intro. to Sport Communication	3
Cognate Elective	3		

SUMMER SESSION

EDLR 3091 Internship	6
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**Required of all students not meeting the University requirements of three years of a single foreign language in high school.

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 higher and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics). The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects.

***Students must earn at least 120 credits with a minimum total grade point average of 2.2.**

EDUCATIONAL LEADERSHIP PROGRAM GUIDELINES**Major: Sport Management
(KSOCSCI BS - SPM)**

These guidelines summarize the requirements for a Bachelor of Science for students following the 2016-2017 requirements.

The Sport Management major prepares students for employment in the marketing, promotion, and/or management of sport-related enterprises. Such areas can include community, college/university, professional and corporate sport organizations.

A. General Education Requirements

The General Education Requirement listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017 include:

- Content Area I – Arts and Humanities 6 credits
- Content Area II – Social Sciences 6 credits
- Content Area III – Science and Technology 6-7 credits
- Content Area IV – Diversity & Multiculturalism 6 credits

B. Educational Leadership Requirements

EDLR 3090	Directed Observation/Participation	3 credit
EDLR 3091	Internship	6 credits
EDLR 3300W	Sport in Society	3 credits
EDLR 3310	Introduction to Sport Management	3 credits
EDLR 3325	Sport Facility and Event Management	3 credits
EDLR 3335	Sport Law	3 credits
EDLR 3340	Introduction to Sport Marketing	3 credits
EDLR 3345	Financial Management in the Sport Industry	3 credits
EDLR 3350	Introduction to Sport Communication	3 credits
EDLR 3547W	Introduction to Sport Based Youth Development	4 credits
EDLR 3550	Sport Management Senior Seminar	3 credits

C. Related Requirements:

COMM 1100, ECON 1201, ECON 1202; MATH 1070Q, PSYC 1100; PSYC 1101 or PSYC 1103, **PSYC 2600**, SOCI 1001 or SOCI 1251; STAT 1000Q or STAT 1100Q.

Cognate Electives: Students will select at least 15 credits of advisor approved 2000-level or higher major related courses outside of Educational Leadership.

Earn at least 120 credits with a minimum total grade point average of 2.2.

SPORT MANAGEMENT
SAMPLE SEMESTER SEQUENCE*‡

***Students must earn at least 120 credits with a minimum total grade point average of 2.2.**

SEMESTER 1 (13 required credits)

ENGL 1010 or ENGL 1011	4
Content Area 1	3
SOCI 1001 or SOCI 1251 (Fulfills CA 2)	3
Content Area 4	3
**Language	

SEMESTER 2 (15 credits)

Content Area 1	3
COMM 1100	3
PSYC 1100 (Also fulfills CA 3)	3
Elective 1000 level or above	3
Elective 1000 level or above	3

SEMESTER 3 (16 credits)

Content Area 3 (lab)	4
Content Area 4	3
ECON 1202 (Also fulfills CA 2)	3
PSYC 1101 or PSYC 1103	3 or 4
Elective 2000 level	3

SEMESTER 4 (16 credits)

STAT 1000Q or 1100Q	4
ECON 1201	3
SOCI 1501 (recommended) or other SOCI	3
MATH 1070Q***	3
Elective 2000 level	3

SEMESTER 5 (12 required credits)

EDLR 3300W Sport in Society	3
EDLR 3310 Intro. to Sport Management	3
Cognate Elective	3
PSYC 2600 I/O Psychology	3

SEMESTER 6 (12 required credits)

EDLR 3090 Directed Obser.& Particip.	3
EDLR 3340 Intro. to Sport Marketing	3
EDLR 3325 Sp. Facil. Event Mg.	3
Cognate Elective	3

SEMESTER 7 (13 required credits)

EDLR 3335 Sport Law	3
EDLR 3547W Sport Based Youth Dev.	4
Cognate Elective	3
Cognate Elective	3

SEMESTER 8 (12 required credits)

EDLR 3550 Sport Management	3
EDLR 3345 Fin. Mgmt. in Sport Industry	3
EDLR 3350 Intro. to Sport Communication	3
Cognate Elective	3

SUMMER SESSION

EDLR 3091 Internship 6 (after completion of EDLR 3310, 3090 and two additional Sport Management courses)

**Required of all students not meeting the University requirements of three years of a single foreign language in high school.

***If interested in minoring in Business Fundamentals or another Business minor you must take MATH 1071Q and ACCT 2001

‡Students with interest in Human Rights minor (<http://humanrights.uconn.edu/minor-in-human-rights/>) or Business minor (<http://undergrad.business.uconn.edu/minors/>) – be sure you carefully review these requirements and prerequisite courses when selecting classes beginning Semester 1 and continuing through graduation.

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 higher and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics). The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these content areas must be from two different subjects.



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.

COURSE NUMBER EDCI 3010 Current Proposed

COURSE TITLE Elementary Curriculum Standards and Integration

INITIATING DEPARTMENT EDCI

CONTACT PERSON Tutita Casa U-BOX 3033

TELEPHONE 486-9078 E-MAIL tutita.casa@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Tutita Casa

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Elementary Curriculum Standards and Integration (1 cr.)

This course is a required class for junior-level elementary education majors in the Integrated Bachelor's/Master's Teacher Preparation Program. It has students learn about the role of national curriculum standards and engages them in analyzing curriculum resources and the implementation of curriculum in the elementary setting. In particular, we will focus on media arts-related standards found across language arts, mathematics, science, and social studies curriculum standards.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

There are several reasons for the addition of this new course. First, it was developed in response to the redesign efforts being undertaken by the teacher education faculty. The elementary faculty seeks to add an introductory course, in part, to serve as a foundation from which all methods instructors can further their courses. Second, the faculty also looks to make the elementary education cohort a more cohesive one, and this course helps to immediately bring the group together. Third, no curriculum course currently is required within the program, and this topic is a central one to teaching, especially for elementary teachers who teach to multiple different subject area curricula. Lastly, elementary teachers also may be required to teach in areas beyond the core academic subjects, such as the arts. This course specifically attends to the media arts that also can be used to support the core elementary subjects, including language arts, mathematics, science, and social studies.

3. COURSE SYLLABUS (including course description and course outline)

Attached file name: EDCI 3010_Elementary Curriculum Standards and Integration_Syllabus

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

**EDCI 3010: ELEMENTARY CURRICULUM STANDARDS AND INTEGRATION
UNIVERSITY OF CONNECTICUT, NEAG SCHOOL OF EDUCATION
FALL 2016 SYLLABUS**

Instructor:	e-mail:
Office:	Office Phone:
Office Hours:	
Class Time: We typically will meet as individual sections on Thursdays from [add 1-hour block] for section 001 and [add 1-hour block] for section 002; we also will meet on occasion as a whole elementary cohort from [add 2-hour block]. Please see the course schedule for more information.	Class Location: We will meet in Gentry [tbd] during our individual sessions and Gentry [144/142] when we meet as a cohort.

COURSE DESCRIPTION

Curriculum plays a central role in k-12 education. Curriculum standards provide a framework from which teachers draw to help students learn within and across disciplines. Recent curriculum standards in the four major elementary academic areas have been developed, including: the *Common Core State Standards* that address mathematics and language arts; the *College, Career, and Civic Life C3 Framework* that focus on social studies; and the *Next Generation Science Standards* that speak to science. Curriculum resources, such as teacher guides, are tools that can help teachers achieve the outcomes specified in curriculum standards. Realizing commonalities across these curriculum standards as well as those from other disciplines, including the *National Core Arts Standards*, can help elementary teachers cohesively implement all curriculum standards and provide more comprehensive learning opportunities for students.

This course, in part, will help preservice teachers begin to understand the nature of curriculum standards, the resources developed around these curriculum standards, and the implementation of such curriculum standards in the elementary setting. It will show how elementary teachers can integrate subject areas, with a particular focus on how the media arts can be used to enhance teaching and learning of the major four subject areas. Altogether, the configuration of this course also will serve to bring together the elementary cohort with faculty and teachers in the field.

CONNECTIONS TO CORE PRACTICES

The Integrated Bachelor's/Master's Teacher Preparation Program has 19 "core practices" that teacher candidates will develop throughout the program. These practices are key to promoting learning by k-12 students and foundational for the subsequent learning and growth that teachers will do during their in-service years. The following Core Practices will be introduced in this course, and will provide a foundation from which to build preservice teachers' future learning:

3. Plan to make content explicit through explanation, modeling, multiple representations, and examples.
4. Plan learning opportunities that teach content through inquiry.
7. Establish norms and routines for classroom discourse central to the discipline.

COURSE OBJECTIVES

The activities, assignments, instructor support, active student participation, and peer collaboration will ensure the entire class is able to:

- Understand how the term “curriculum” can reference both “curriculum standards” and “curriculum resources;”
- Distinguish between “curriculum standards” and “curriculum resources;”
- Recognize various national curriculum guidelines for the four major subject areas as well as the *National Core Arts Standards* to understand the fundamental intentions of curriculum standards; and
- Analyze curriculum resources and the implementation of curriculum standards that attend to the media arts with respect to the teaching and learning of at least one major subject area.

COURSE MATERIALS

Throughout the semester, we will be reviewing the elementary-level standards within the following curriculum guidelines. Note that all of the standards documents are accessible online as open source documents. Other readings will be passed out in class and/or posted on our HuskyCT site.

1. The *National Core Arts Standards* available at: <http://www.nationalartsstandards.org> (go to the Standards at a Glance link to access the Media Arts Standards)
2. The *Common Core State Standards for Mathematics* available at: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
3. The *Common Core State Standards for English Language Arts & Literacy in History & Social Studies, Science, and Technical Subjects* found at: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
4. The *College, Career, and Civic Life C3 Framework* available at <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>
5. The *Next Generation Science Standards* available at <http://www.nextgenscience.org/next-generation-science-standards>

STRUCTURE OF THE COURSE

We will begin the semester investigating the aforementioned national standards. We then will shift our focus to the outcomes of these standards, mainly investigating curriculum resources and the implementation of the curriculum standards. As seen in the course schedule, we will incorporate the following structure into most class sessions:

1. The instructor will have students participate in activities during the **Concept Building** in an effort for them to further understand a particular curriculum-related concept.
2. The **Concept Application** portion of class will involve activities geared toward the application of the given concept. These activities will both be based on observations of practices from clinic as well as practices that teachers could implement.

COURSE EXPECTATIONS

The success of this course not only will depend on my guidance and support but also the active participation of all students. The following describe the instructor and student expectations.

As the **instructor**, I will:

1. Present activities that will help students’ realize the concepts in depth;
2. Challenge students to consider alternative perspectives;
3. Adjust specific class activities, readings, and assignments to meet our ongoing needs;
4. Make direct connections to authentic and current teaching practice; and
5. Provide critical feedback and on a timely basis.

As **students**, you are expected to:

1. Participate in discussions as if you are trying to make sense of your own and others' ideas. If you in any way feel reluctant to fully participate in class, please let me know what I can do to help you feel more comfortable speaking up in class. We can also brainstorm ideas together;
2. Equitably participate in discussions by offering insights, posing questions, and sharing alternative perspectives on a regular basis while encouraging others to do the same;
3. Behave in a professional manner (including attendance, punctuality, attentiveness, and quality of work). Note that out of respect for your peers and instructor, technology should only be used for course purposes (see the Technology Use policy). Also, it is very important that you share how you disagree with others if you do, and do so in a respectful manner; and;
4. Approach the course in a way that allows you to get the most out of it so that you can apply it to your own teaching.

GRADED ASSIGNMENTS

Because this course is designed to meet your ongoing needs, there may be some adjustments and substitutions in assignments and/or due dates. Any changes will be communicated during class, via email, and/or posted on HuskyCT. Below is a brief overview of each assignment and its assessment. Further description will be provided separately.

1. Curriculum Journal

The purpose of this assignment is to facilitate the connection between course objectives and everyday practice. We will discuss ideas of what you can observe for the journal topics listed in the course schedule. You should record your observations and reflections in your Curriculum Journal. Additionally, you should use a key to identify whether these observations and reflections are emanating from a curriculum *resource* or the *implementation* of curriculum. We then will use your journal entries for discussions during our next class. Completion and quality of contributions based on the entries will be assessed.

2. Media Arts Across the Elementary Curriculum

The main purposes of this assignment are for you to realize the connections across the elementary curriculum as they relate to the media arts, and how these connections are or can be realized in practice.

For this assignment, groups of three will work in teams and present their work to the elementary education cohort and faculty attendees as they rotate through the presentation sessions. You will need to submit a title, three-sentence description, and accompanying visual media advertising your session. (Note that these descriptions from all groups will be compiled into a "conference" program book.) You also will decide how you will communicate the following ideas using the Media Arts Standards as a guide. Specifically, you should:

- Identify 1-2 standards within each of the five national curriculum standards (i.e., Media Arts and the four major subject area standards) that you feel are connected;
- Present how the standards across the five disciplines are connected; and
- Provide evidence of how this connection across the curriculum standards were or could be implemented in practice (as evidenced in curriculum resources or curriculum implementation).

The quality of the individual components of this assignment will be assessed using a rubric that will be provided in class. In addition, through an exit slip shared at the end of the conference,

preservice teacher attendees will be evaluated on their analysis of how the aspects of the Media Arts Standards evident in the sessions can be infused into the elementary classroom.

3. Media Arts Within the Core Elementary Curriculum

The main purpose of this assignment is for you to realize the connections of the media arts to at least one of the four core elementary subject areas (i.e., language arts, mathematics, science, and social studies), and how these connections are or can be realized in practice. A secondary purpose is for you to continue to recognize the Media Arts Standards as they can be applied in practice.

This assignment will follow the same format as described in the Media Arts Across the Elementary Curriculum assignment described previously. That is, we again will be putting on a “conference.” To address the focus of this conference, you should:

- Identify the individual standard(s) within the core subject area frameworks you feel address a media arts standard(s);
- Present why you feel these standards are connected; and
- Provide evidence of how these standards were or could be implemented in practice (as evidenced in curriculum resources or curriculum implementation).

This assignment will be assessed using the same procedures as the Media Arts Across the Elementary Curriculum assignment.

COURSE EVALUATION

Graded Components

Professionalism – This includes attendance, punctuality, preparedness, engagement in activities, and respectful use of our time. See the Technology Use and Participation policies for more information about these expectations and impact on this grade.	15%
Curriculum Journal	15%
Media Arts Across the Elementary Curriculum	35%
Media Arts Within the Elementary Curriculum	35%

Grading Scale

Students will be evaluated using letter grades on all assignments, and the following provides the equivalent numerical values that will be used to calculate final grades. Also, final calculations will be rounded up if the mean is at or above 0.5 (e.g., 8.5 would round up to a 9, resulting in an A).

A+ = 10 pts.	A = 9 pts.	A- = 8 pts.	B+ = 7 pts.
B = 6 pts.	B- = 5 pts.	C+ = 4 pts.	C = 3 pts.
C- = 2 pts.	D range = 1 pt.	F range = 0 pts.	

Note. Extra credit will be considered when a student demonstrates exceptional practice over time. Actively engaging in discussions in a manner that moves the group forward and deeper in their understanding (e.g., speaking up, not dominating discussions, inviting others to participate, respectfully challenging others) in particular will be considered. Additionally, making sense of the material (e.g., wondering, questioning) versus being “right” is highly desirable. Assignment of extra

credit is solely at my discretion, and students should not expect or seek out extra credit. I will notify students who earned extra credit via email at the end of the semester.

COURSE POLICIES

Technology Use

Students are encouraged to use any technology, including their laptops, cell phones, and tablets, in a professional manner to facilitate their participation during class. Appropriate professional use of technology includes taking notes, looking up curriculum guidelines, and using Google Docs with your group, among others. Students should refrain from using technology for any non-class purposes (e.g., checking social media, email, texts, other internet sites) during class in order to actively engage with others and respect the learning process, peers, and instructor. Since non-professional technology use will greatly hamper our ability to meet course objectives, students who choose to not follow this policy may lose the privilege of using technology for professional purposes. A great portion of the evaluation of students' professionalism addresses this policy. *Students' professionalism grade will decrease one letter grade for every class session they choose to use technology for non-professional reasons.* Students should let the instructor know of any situations where use of a cell phone is urgent (e.g., family emergency) or timely (e.g., job related situation), all of which are permissible.

Participation

The manner in which we engage in this course is similar to the ways practicing teachers collaborate during grade-level team meetings, professional development trainings, professional learning communities (PLCs), etc. Therefore, it is essential for students to actively participate and contribute to discussions and activities. In order to do so, students need to be present and on time for each class. *Students' professionalism grade will decrease one letter grade for every class session they choose to miss for an unexcused reason.* Excused absences are those that would be permissible for a teacher to take off from work, such as an illness or family emergency. Students should contact the instructor to explain any excused absence and do so ahead of time, if possible.

Assignment Submission

For the Curriculum Journal assignment, students have the option of using a handwritten or electronic format. (Note that the journal will not be submitted, but rather it will be checked for completion during class.) The manner in which teams decide to represent their work for the Media Arts Across the Elementary Curriculum and Media Arts Within the Elementary Curriculum assignments will vary. Therefore, we will work out in class how best to submit those assignments.

Assignments submitted late resulting from an excused absence discussed in advance, if possible, will be accepted without penalty. For other late assignments, one letter grade will be deducted for each day late. If you know you will be absent on a day when an assignment is due, make arrangements with a peer or me to turn in your work ahead of time. You are encouraged not to wait until the last minute to complete assignments should issues arise, such as running out of paper or ink, that may cause the assignment to be late.

Reasonable Accommodations

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 see the appropriate university office (Center for Students with Disabilities, University Program for Students with Learning Disabilities) or me to discuss your needs.

Academic Honesty and Integrity

All students are expected to pursue their own education with a commitment to high standards and honesty, and with respect for themselves, others, and the rules that govern academic institutions and intellectual inquiry. Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on *Academic Integrity* contained in the May 2001 edition of the University of Connecticut *Responsibilities for Community Life: The Student Code*. Students are responsible for reviewing and understanding a) forms of academic and scholarly misconduct described in the statement and b) procedures to be followed by an instructor, the Registrar, and the student in the event of alleged misconduct. Please re-familiarize yourself with the following University of Connecticut academic integrity policy:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

Plagiarism

From deterring Plagiarism at UConn: A Report from the Scholastic Standards Committee's Ad hoc Committee on Plagiarism at the University of Connecticut, May 5, 2004
[<http://senate.uconn.edu/reports.Plagiarism.doc>]

“Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources.

Examples of plagiarism include but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgment of the source.
2. Using another person's ideas, opinions, or theory even if it is completely paraphrased in one's own words, without acknowledgment of the source.
3. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.
4. Copying another student's essay test answers.
5. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own.
6. Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work.

7. When in doubt about rules concerning plagiarism, students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field.” (p. 7)

Clear guidelines have been established describing the consequences for academic misconduct such as plagiarism.

Observation of Religious Holidays

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

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/>.

COURSE SCHEDULE

Note that the following schedule accommodates two sections, 001 and 002, of this 1-credit course. Juniors enrolled across these sections are in the most recent elementary education cohort that was admitted to the IB/M program. Each section will meet individually as a class (section 001 from [insert 1-hour block] and [insert 1-hour block] for section 002) and also together with the other section (noted as “cohort”). Please carefully review the types of sessions each week.

WEEK/ Sections	Activities	Assignments Due On This Day
WEEK 1 Cohort	Welcome Concept Building <ul style="list-style-type: none"> • How do teachers decide what and how to teach? • Brief history of U.S. curriculum • Description of core academic areas by elementary methods instructors Concept Application <ul style="list-style-type: none"> • Overview of curriculum standards Business <ul style="list-style-type: none"> • Syllabus overview 	
WEEK 2 Individual sections	Concept Building <ul style="list-style-type: none"> • Further review of curriculum standards Concept Application <ul style="list-style-type: none"> • Making connections across curriculum standards 	<ul style="list-style-type: none"> • Curriculum Journal: evidence of curriculum standards being used in practice
WEEK 3 Individual sections	Concept Building <ul style="list-style-type: none"> • Overview of curriculum resources Concept Application <ul style="list-style-type: none"> • Investigating curriculum resources and making connections to curriculum standards 	<ul style="list-style-type: none"> • Curriculum Journal: curriculum resources being used in practice
WEEK 4 Individual sections	Concept Building <ul style="list-style-type: none"> • Ways to implement national standards Concept Application <ul style="list-style-type: none"> • Making connections across curriculum standards, resources, and implementation 	<ul style="list-style-type: none"> • Curriculum Journal: media arts standards (review all curriculum standards prior to completing this entry)
WEEK 5 Individual sections <i>Field trip!</i>	Concept Building <ul style="list-style-type: none"> • Review of media arts standards across curriculum standards documents Concept Application <ul style="list-style-type: none"> • Observing media arts standards in multiple instructional and physical settings 	<ul style="list-style-type: none"> • <i>Note that we will be meeting at a local school (tbd) today</i> • Curriculum Journal: media arts standards (review all curriculum standards prior to completing this entry)
WEEK 6 Individual sections	Concept Building <ul style="list-style-type: none"> • Review of curriculum concepts Concept Application <ul style="list-style-type: none"> • Teams work on the Media Arts Across the Elementary Curriculum assignment 	<ul style="list-style-type: none"> • Curriculum Journal: open topic connected to team ideas for the Media Arts Across the Elementary Curriculum assignment

WEEK/ Sections	Activities	Assignments Due On This Day
WEEK 7	No Class Finalize your Media Arts Across the Elementary Curriculum assignment.	
WEEK 8 Cohort	Curriculum Conference: <i>Media Arts Across the Elementary Curriculum</i> <ul style="list-style-type: none"> • Presentations of this assignment will take place during class • Assignment due at the end of the session 	
WEEK 9 Individual sections	Concept Building <ul style="list-style-type: none"> • Overview of a subject-specific curriculum standard (tbd) Concept Application <ul style="list-style-type: none"> • Identifying the media arts aspects within the subject-specific curriculum standard 	<ul style="list-style-type: none"> • Read the subject-specific standard (tbd) • Curriculum Journal: subject-specific standard
WEEK 10 Individual sections <i>Field trip!</i>	Concept Building <ul style="list-style-type: none"> • Review of the subject-specific curriculum standard Concept Application <ul style="list-style-type: none"> • Observing media arts standards during subject-specific instruction and in physical spaces 	<ul style="list-style-type: none"> • <i>Note that we will be meeting at a local school (tbd) today</i> • Curriculum Journal: media arts standards for a given subject (review pertinent curriculum standards prior to completing this entry)
WEEK 11 Individual sections	Concept Building <ul style="list-style-type: none"> • Review of curriculum concepts Concept Application <ul style="list-style-type: none"> • Teams work on the Media Arts Within the Elementary Curriculum assignment 	<ul style="list-style-type: none"> • Curriculum Journal: open topic connected to team ideas for the Media Arts Within the Elementary Curriculum assignment
WEEK 12	No Class Finalize your Media Arts Within the Elementary Curriculum assignment.	
WEEK 13 Cohort	Curriculum Conference: <i>Media Arts Within the Elementary Curriculum</i> <ul style="list-style-type: none"> • Presentations of this assignment will take place during class • Assignment due at the end of the session 	
WEEK 14 Cohort	Concept Building <ul style="list-style-type: none"> • Debrief the course Concept Application <ul style="list-style-type: none"> • Making connections to methods Course Evaluation	<ul style="list-style-type: none"> • Review prior Curriculum Journal entries • Curriculum Journal: media arts-focused curriculum standards in individual subject areas (ideally social studies, which will be your first methods course)



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.

COURSE NUMBER EDCI3100 Current Proposed

COURSE TITLE Multicultural Education, Equity & Social Justice

INITIATING DEPARTMENT EDCI

CONTACT PERSON Dorothea Anagnostopoulos U-BOX

TELEPHONE 486-0401 E-MAIL dorothea.anagnostopoulos@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Dorothea Anagnostopoulos, Mark Kohan, and other EDCI & EDLR faculty and graduate students

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

EDCI3100: Multicultural Education, Equity & Social Justice

Three credits. Prerequisite: Open only to students in the Integrated Bachelor's/Master's Teacher Preparation program.

Introduction to multicultural education. Includes the nature and purposes of schooling, the relationship between diversity, schooling and society, and the concepts and practices of multicultural education and equity pedagogy.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

EDCI31000 is being proposed as part of the faculty's revision of the Neag School of Education's Integrated Bachelors/Masters teacher education program. The program revisions are based on faculty's analysis of program data, program principles, goals and mission, and current research and scholarship in teacher education. Please see attached sheet for a full description of these revisions.

The proposed course reflects the faculty's commitment to preparing graduates who are committed to, knowledgeable of and able to enact multicultural education and culturally responsive teaching practices that support all students' learning. To date, students in the IB/M program have not been provided coursework focused specifically on developing these commitments, knowledge and skills until the final year of the three-year program. For the past several years, our students have consistently reported on program exit surveys that they do not feel fully prepared to teach culturally and racially diverse students and students who live in poverty. Our students also consistently comment on these surveys that they would have benefited more from classes on multicultural education offered early in the program, as well as the one offered in the Master's year. The proposed course addresses these concerns.

Please note that we are proposing three sections of EDCI3100 with the W requirement and three sections without the W requirement. This will allow students in our program, primarily elementary education students, to meet the university W requirements and at the same time provide those students who do not need an additional W course – the majority of our Special Education and Secondary Education students – with the option to take the course without the W requirement. This is particularly helpful to the Special Education students who currently have three required W courses.

- 3. COURSE SYLLABUS** (including course description and course outline)
Attached file name EDCI3100.docx

- 4. Supporting documentation that MUST be provided at the time of submission:**
- a. Departmental minutes [File attached name]
 - b. Department chairperson's (all departments) approval (email)
 - c. Graduate School Transmittal form (if graduate course) [attached yes]

EDCI3100: Multicultural Education, Equity & Social Justice

Section:
Day: Time
Building, Room

Instructor:
Name
Office
Phone Number
Email
Office Hours:

Course Description

This course introduces prospective teachers in the Neag School of Education's Integrated Bachelor's/Master's teacher education program to multicultural education, focusing particularly on the United States context. Public schools in the US serve multiple, often competing purposes. Diversity has been at the center of these purposes, as US society has continued to struggle with the competing goals of access and equity, social mobility and democratic equality, and, assimilation and pluralism. Amid this struggle, the promise of a better life through education has played out unevenly for different groups both reflecting and contributing to social inequality. Multicultural education challenges this inequality and the various forms of discrimination in schools and society that contribute to it by affirming the pluralism that students and their communities represent. It provides teachers with critical lens and practices for engaging with students and communities to achieve greater equity in school and society. Students will examine and apply these lens and practices through discussions, reflection, analyses of schooling structures and practices, and projects.

Course Objectives

The course is organized to meet the following course objectives:

1. Students will develop an understanding of how individual, interpersonal and institutional structures privilege some groups of students while limiting other groups of students' access and engagement in meaningful educational opportunities and outcomes.
2. Students will examine how teachers influence the distribution of educational and social opportunities, and how their pedagogical approaches and practices affect student achievement and life opportunities.
3. Students will develop an understanding of the concepts and practices of multicultural education, including equity literacy and equity pedagogy.
4. Students will develop the knowledge and skills in analyzing and transforming curricular materials to enable K-12 students to view concepts, issues, events and themes from the perspective of diverse ethnic, cultural and social groups, support their learning, and invite them into meaningful social action.

Connections to Neag School of Education Conceptual Framework

This course is aligned with the three components of the Neag School of Education Conceptual Framework. As learners, we expect you to gain a strong professional knowledge base and skills for implementing evidence-based, culturally responsive professional practice. As leaders, we expect you to develop a commitment to inquiry, transformative leadership, and moral leadership. And, as agents of change, we expect you to embrace diversity and succeed in meeting the challenges posed by the ever-changing world and to inspire and motivate your students and colleagues to promote equity and human rights.

Connections to University of Connecticut Teacher Education Core Practices

This course is designed to help students develop the knowledge of and skills in enacting the following core teaching practices:

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching. Their choice of activities and materials--and their decisions regarding how to modify either--is informed by their knowledge of their students as both individuals and members of cultural and social groups (see practices 5, 7, and 8 below). Pedagogical activities should be based on scholarship in the field, including research-supported knowledge of student learning and effective assessment as well as research on how students learn in the different subject areas. When designing and sequencing activities, teachers also seek to create opportunities for all students to master foundational concepts in a discipline before moving on to more advanced ones, and provide multiple opportunities to practice while initially providing more supports.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Making content explicit is essential to providing all students with access to fundamental ideas and practices in a given discipline. Effective efforts to do this attend to the integrity of the discipline and to students' likely interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline. They include strategically choosing and using representations and examples that integrate a variety of cultures and groups to build understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making one's own thinking visible while modeling and demonstrating.

Practice 14. Facilitate a whole-class discussion. In a whole-class discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 16. Invite students to engage in socially meaningful action. Teachers promote the kinds of deeper and critical thinking and communication skills required for thoughtful participation in democratic life and invite students to engage in socially meaningful action in their classrooms and beyond. This includes helping students identify how social, cultural, political, and economic forces influence social, academic and personal outcomes for students within their schools and the larger society so that students can articulate and challenge how these forces align and interact. Attention will be given to helping students develop and acquire a critical vocabulary (i.e. institutional racism, ableism, sexism, racism, heteronormativity, classism, etc.). Teachers help students understand that knowledge has moral and political elements and consequences, which may obligate them to take social action to promote freedom, equality, and justice for everyone.

Course Requirements

Attendance and Class Participation (10% of course grade):

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. I recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). However, three absences will result in an Attendance and Participation grade no higher than 2.0. Four absences will result in a zero grade for Attendance and Participation. Furthermore, you are expected to come to class on time. Three late arrivals will constitute 1 absence. Student participation in class will be evaluated based on your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community. Participation will also be assessed on your contribution to the discussion boards and demonstrated knowledge of course content. You are expected to complete all assigned readings and course tasks. You will be required to submit written responses to course readings on a regular basis. You will be responding to a prompt that I provide you, but you will be writing and responding to other students in the course via HuskyCT discussion boards. I will check these posts periodically throughout the semester. They also serve as a key part of your Portfolio Paper described below.

Facilitating Discussion (10% of course grade):

You will be required to work with a small group of students to plan and facilitate a class discussion that might include an activity related to the readings assigned for one class session. This will involve working with your classmates to identify key ideas in the reading(s) and to develop discussion questions and activities that engage the class with these ideas. You will want to consider how you can make connections to key course themes and prior readings, as well as to students' own schooling experiences.

Schooling Autobiography (30% of course grade):

Understanding how your personal schooling experiences have shaped your own assumptions about teaching and learning is essential to understanding the concepts of multicultural education and

enacting its practices effectively. During Weeks One and Two, you will compose a schooling autobiography in which you reflect on your own identity and the ways in which identity markers (such as social class, race, ethnicity, language, ability, gender, sexual orientation, etc.) informed your schooling experiences. Consider in your essay how you have been privileged or disadvantaged in your schooling based on your social identities. The first draft of your autobiography should be 3-5, double-spaced pages. You will revise your cultural autobiography later in the course. It should be 5 double-spaced pages. In the revision you will make connections between the course readings, discussions and activities to deepen your understanding of your schooling experiences. The paper will go through the process of peer reviewing.

Equity Literacy Development Portfolio Paper (25% of course grade): A central objective of the course is to help you develop a multicultural lens on schooling, teaching and learning. This involves developing what Gorski calls equity literacy. To facilitate your development of equity literacy, you will develop a portfolio paper in which you critically reflect on your personal and professional development as a teacher with an equity mindset. To do this, you will review and critically analyze the reading responses you write over the course of the semester. The paper will address where you are now in relation to the “snapshots of thinking” captured in the individual reading responses as well as interrogating what those reading responses have to say as a whole about a developing equity literacy approach to teaching and learning. The paper, a minimum of five pages, will consider the following questions: 1) *What multicultural or equity concepts or frameworks are you analyzing your reading responses with and why?* 2) *Which of your responses are most memorable for you and why? How have your thoughts on the issues you wrote about in those responses changed or grown?* 3) *What texts and/or “critical incidents” that you responded to challenged you the most? Why? Where are you now in relation to them?* 4) *What perspectives or voices were not attended to in your original snapshots that are now a part of your considerations of that text or critical incident? Explain.* 5) *What do your reading responses say together about your evolving relationship with an equity-literacy and/or multicultural lens?* The paper will go through the process of peer reviewing.

Critical Multicultural Curriculum Analysis and Transformation (25% of course grade): One goal of this course is to introduce you to the ideas and practices of multicultural education that you will be developing over the course of the program and, we hope, your career. These are complex and challenging practices. They require developing a wide knowledge base about your students as individuals and as members of diverse families and communities, and social groups. Enacting multicultural education also requires that you build a toolkit of curricular materials and instructional strategies. In order to help you do this, you will be working in small groups to critically analyze and transform curricular materials. In your groups, you will identify curricular materials you could potentially use as future teachers. You will then analyze the materials for issues of bias, stereotype and marginalization, and then create an activity in which you could transform and use these materials to enable your future students’ to view the key concepts, issues, events or themes from the perspective of diverse ethnic, cultural and social groups, support their learning, and invite them into meaningful social action. You will present your analysis and activity to the class in a poster session. Your group will also be responsible for co-writing a group reflection of 2 double-spaced pages in which you describe why you selected the curricular materials, how

you transformed them, and how you think the materials can support your future students' learning and engagement in meaningful social action. You and your group should make connections between course ideas, reading, discussions and activities in this reflection.

APA Citation Guidelines: You should be using APA format for citing texts in this course. APA guidelines and sample papers can be found at the library or bookstore in the complete APA manual and style guide. A quick reference is available at: <http://writingcenter.uconn.edu/?s=apa> or <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Criteria

Grades will be assigned according to the following scale:

A = 93-100	B = 84-87	C = 73-76	D = 63 - 66
A- = 90-92	B- = 80 – 83	C- = 70-72	D- = 60-62
B+ = 88-89	C+ = 77 – 79	D+ = 67 -79	F = 59 and below

Readings

Required Text:

Nieto, S. & Bode, (2013). *Affirming diversity: The sociopolitical context of multicultural education, 6th edition*. New York: Pearson

Other readings are posted on the course HuskyCT site

Course Schedule

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you read each reading.

- What are the key ideas or concepts that the readings presents?
- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

(Please note, we might make changes to the schedule to better address course aims and student learning needs.)

Week	Course Topics	Course Readings & Assignments
One	Competing Purposes and Experiences of Schooling	<p>Hochschild, J., and Scovronick, N. (2003). What Americans want from public schools. From <i>The American Dream and the public schools</i>. New York: Oxford University Press.</p> <p>Nieto & Bode, Chapter 1</p> <p>Gorski, P. (2014). Equity Literacy, http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf</p>
Two	Schools, Identity & Systems of Power, Privilege & Oppression	<p>Tatum, B. D. (2013). “The Complexity of Identity: ‘Who Am I?’” In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, and X. Zuñiga (Eds.). <i>Readings for Diversity and Social Justice</i>. New York: Routledge.</p> <p>Harro, B. (2013). “The Cycle of Socialization.” In Adams, Blumenfeld, Castañeda, Hackman, Peters, and Zuñiga.</p> <p>Nieto & Bode, Chapter 6</p> <p>DUE: First Draft of Schooling Autobiography</p>
Three	Language & the Culture of Power in Schooling	<p>Nieto & Bode, Chapter 7</p> <p>Baker, J. (2002). Trilingualism. In L. Delpit & J.K. Dowdy (Eds). <i>The skin that we speak: Thoughts on language and culture in the classrooms</i>. New York: The New Press.</p> <p>L. Delpit. (2002). No kinda sense. In Delpit & Dowdy.</p> <p>Videos: “Do You Speak American?”, “The E Word”</p>
Four	Racial Identity, Power, and Privilege in Schooling: The Historical Experiences of People of Color in Schools	<p>Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880.</p> <p>Klug, B. J., and Whitfield, P. T. (2003). A Brief History of American Indian Education.</p>

		<p>Leung, B. P. (1998). Who are Chinese American, Japanese American, and Korean American children? Cultural profiles</p> <p>San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present.</p>
Five	Racial Identity, Power and Privilege in Schooling: Contemporary Experiences	<p>Nieto & Bode, Chapter 4</p> <p>McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. <i>Peace and Freedom</i>, 10-12.</p> <p>Carter, P. L. (2010). Race and cultural flexibility among students in different multiracial schools. <i>Teachers College Record</i>, 112(6): 1529-1574.</p>
Six	Gender, Power & Privilege in Schooling	<p>Lorber, J. (2000). "Night to His Day": The Social Construction of Gender," In Adams et al.</p> <p>Blumenfeld, W. (2000). "Heterosexism." In Adams et al.</p> <p>Sadker, D., Sadker, M. & Zittleman, K. (2009). Chapter 2: Opening the schoolhouse door. From <i>Still failing at fairness: How gender bias cheats girls and boys in schools and what we can do about it</i>. New York: Scribner.</p>
Seven	Social Class, Power & Privilege in Schooling	<p>Lareau, A. (2015). Cultural knowledge and social inequality. <i>American Sociological Review</i>, 80 (1): 1-27.</p> <p>Gorski, P. (2013) The trouble with the "culture of poverty" and other stereotypes about people in Poverty. From <i>Reaching and teaching students in poverty: Strategies for erasing the opportunity gap</i>. New York: Teachers College Press.</p>
Eight	Schooling autobiography workshop	<p>Nieto & Bode, Chapter 9</p> <p>Revising the Schooling Autobiography- Peer Reviewing</p>
Nine	Opportunity Gaps: School Funding, Racial Segregation and the On-going Struggle for Civil Rights	<p>Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In Prudence L. Carter and Kevin G. Welner (eds). <i>Closing the opportunity gap: What American</i></p>

		<p><i>must do to give every child an even chance.</i> (pp. 77-97). New York: Oxford University Press.</p> <p>Ladson-Billings (2006) From the achievement gap to the education debt: Understanding achievement in US schools. <i>Educational Researcher</i>, 35(3): 3-12.</p> <p>This American Life episode on racial segregation in Ferguson, MO: http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with</p> <p>DUE: Final Schooling Autobiography</p>
Ten	The Organization of School Success & Failure	<p>Nieto & Bode, Chapters 5, 8</p> <p>Anagnostopoulos, D. (2006). “Real Students” and “True Demotes:” Ending social promotion and the moral ordering of urban high schools. <i>American Educational Research Journal</i>, 43 (1): 5-42.</p> <p>Conchas, G.Q., Oseguera, L., & Vigil, J.D. (2012). Acculturation and school success: Understanding the variability of Mexican American youth adaptation across urban and suburban contexts. <i>Urban Review</i>, 44: 401-422.</p>
Eleven	Multicultural Education: Concepts & Curriculum	<p>Nieto & Bode, Chapter 3</p> <p>Banks (2007). Curriculum Transformations. From <i>An introduction to multicultural education, 4th edition</i>. Cranbury, New Jersey: Pearson.</p> <p>DUE: Portfolio Paper, First Draft - Peer Reviewing During Class</p>
Twelve	Equity Pedagogy & Culturally Responsive Teaching	<p>Nieto & Bode, Chapter 10</p> <p>Ladson-Billings (1995). But that’s just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, 34 (3): 159 – 165.</p>
Thirteen	Thanksgiving Week	

Fourteen	Instructional Technology in Support of Equity Pedagogy & Culturally Responsive Teaching	Nieto & Bode, Chapter 11
Fifteen	Multicultural Curriculum Analysis & Transformation Poster Sessions	DUE: Poster Presentations & Group Reflection Paper
Sixteen	Final	DUE: Final Draft Portfolio Paper

Class Policies

Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

Academic Integrity Policies: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can 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](#). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Accommodations Policies: 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. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.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.

Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

Mobile Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: "PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one's own." Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

Notice of Possible Revision 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.



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.

COURSE NUMBER EDCI3100W Current Proposed

COURSE TITLE Multicultural Education, Equity & Social Justice

INITIATING DEPARTMENT EDCI

CONTACT PERSON Dorothea Anagnostopoulos U-BOX

TELEPHONE 486-0401 E-MAIL dorothea.anagnostopoulos@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Dorothea Anagnostopoulos, Mark Kohan, and other EDCI & EDLR faculty and graduate students

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

EDCI3100W: Multicultural Education, Equity & Social Justice

Three credits. Prerequisite: Open only to students in the Integrated Bachelor's/Master's Teacher Preparation program.

Introduction to multicultural education. Includes the nature and purposes of schooling, the relationship between diversity, schooling and society, and the concepts and practices of multicultural education and equity pedagogy.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

EDCI3100W is being proposed as part of the faculty's revision of the Neag School of Education's Integrated Bachelors/Masters teacher education program. The program revisions are based on faculty's analysis of program data, program principles, goals and mission, and current research and scholarship in teacher education. Please see attached sheet for a full description of these revisions.

The proposed course reflects the faculty's commitment to preparing graduates who are committed to, knowledgeable of and able to enact multicultural education and culturally responsive teaching practices that support all students' learning. To date, students in the IB/M program have not been provided coursework focused specifically on developing these commitments, knowledge and skills until the final year of the three-year program. For the past several years, our students have consistently reported on program exit surveys that they do not feel fully prepared to teach culturally and racially diverse students and students who live in poverty. Our students also consistently comment on these surveys that they would have benefited more from classes on multicultural education offered early in the program, in addition to the one offered during the Master's year. The proposed course addresses these concerns.

Please note that we are proposing three sections of EDCI3100 with the W requirement and three sections without the W requirement. This will allow students in our program, primarily elementary education students, to meet the university W requirements and at the same time provide those students who do not need an additional W course – the majority of our Special Education and Secondary Education students – with the option to take the course without the W requirement. This is particularly helpful to the Special Education students who currently have three required W courses.

3. COURSE SYLLABUS (including course description and course outline)
Attached file name EDCI3100W.docx

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

EDCI3100W: Multicultural Education, Equity & Social Justice

Section:
Day: Time
Building, Room

Instructor:
Name
Office
Phone Number
Email
Office Hours:

Course Description

This course introduces prospective teachers in the Neag School of Education's Integrated Bachelor's/Master's teacher education program to multicultural education, focusing particularly on the United States context. Public schools in the US serve multiple, often competing purposes. Diversity has been at the center of these purposes, as US society has continued to struggle with the competing goals of access and equity, social mobility and democratic equality, and, assimilation and pluralism. Amid this struggle, the promise of a better life through education has played out unevenly for different groups both reflecting and contributing to social inequality. Multicultural education challenges this inequality and the various forms of discrimination in schools and society that contribute to it by affirming the pluralism that students and their communities represent. It provides teachers with critical lens and practices for engaging with students and communities to achieve greater equity in school and society. Students will examine and apply these lens and practices through discussions, reflection, analyses of schooling structures and practices, and projects.

Course Objectives

The course is organized to meet the following course objectives:

1. Students will develop an understanding of how individual, interpersonal and institutional structures privilege some groups of students while limiting other groups of students' access and engagement in meaningful educational opportunities and outcomes.
2. Students will examine how teachers influence the distribution of educational and social opportunities, and how their pedagogical approaches and practices affect student achievement and life opportunities.
3. Students will develop an understanding of the concepts and practices of multicultural education, including equity literacy and equity pedagogy.
4. Students will develop the knowledge and skills in analyzing and transforming curricular materials to enable K-12 students to view concepts, issues, events and themes from the perspective of diverse ethnic, cultural and social groups, support their learning, and invite them into meaningful social action.

Connections to Neag School of Education Conceptual Framework

This course is aligned with the three components of the Neag School of Education Conceptual Framework. As learners, we expect you to gain a strong professional knowledge base and skills for implementing evidence-based, culturally responsive professional practice. As leaders, we expect you to develop a commitment to inquiry, transformative leadership, and moral leadership. And, as agents of change, we expect you to embrace diversity and succeed in meeting the challenges posed by the ever-changing world and to inspire and motivate your students and colleagues to promote equity and human rights.

Connections to University of Connecticut Teacher Education Core Practices

This course is designed to help students develop the knowledge of and skills in enacting the following core teaching practices:

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching. Their choice of activities and materials--and their decisions regarding how to modify either--is informed by their knowledge of their students as both individuals and members of cultural and social groups (see practices 5, 7, and 8 below). Pedagogical activities should be based on scholarship in the field, including research-supported knowledge of student learning and effective assessment as well as research on how students learn in the different subject areas. When designing and sequencing activities, teachers also seek to create opportunities for all students to master foundational concepts in a discipline before moving on to more advanced ones, and provide multiple opportunities to practice while initially providing more supports.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Making content explicit is essential to providing all students with access to fundamental ideas and practices in a given discipline. Effective efforts to do this attend to the integrity of the discipline and to students' likely interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline. They include strategically choosing and using representations and examples that integrate a variety of cultures and groups to build understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making one's own thinking visible while modeling and demonstrating.

Practice 14. Facilitate a whole-class discussion. In a whole-class discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 16. Invite students to engage in socially meaningful action. Teachers promote the kinds of deeper and critical thinking and communication skills required for thoughtful participation in democratic life and invite students to engage in socially meaningful action in their classrooms and beyond. This includes helping students identify how social, cultural, political, and economic forces influence social, academic and personal outcomes for students within their schools and the larger society so that students can articulate and challenge how these forces align and interact. Attention will be given to helping students develop and acquire a critical vocabulary (i.e. institutional racism, ableism, sexism, racism, heteronormativity, classism, etc.). Teachers help students understand that knowledge has moral and political elements and consequences, which may obligate them to take social action to promote freedom, equality, and justice for everyone.

Course Requirements

Meeting the W Requirement

A **minimum** of 15 pages of writing will be required for the course. The W component of the course is central to the mission of the course. Throughout this course, we will use writing as a key tool to facilitate your thinking, reflection and learning.

A student cannot pass the course without passing the W component.

The work of Hillocks and Toulmin inform the writing instruction and support as implemented in the course. The writing assignments in this class ask you to blend analysis and reflection of course materials and your personal experiences to construct clear and convincing arguments in response to the different assignment prompts. Throughout the semester, class time will be devoted to “Writing Workshops” aimed at developing your knowledge of the features of strong analytic and reflective writing and how to employ them successfully in your writing. Peer groups that engage students in generating the various components of quality analytic and reflective writing, time in class for peer review and editing of drafts, and written comments and individual conferences with the instructor are the primary modes of writing instruction in this class. Revision is ongoing throughout the course and emphasizes conceptual clarity and development of ideas. All major writing assignments will be due after ample time to write, reflect, and revise.

Attendance and Class Participation (10% of course grade):

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. I recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). However, three absences will result in an Attendance and Participation grade no higher than 2.0. Four absences will result in a zero grade for Attendance and Participation. Furthermore, you are expected to come to class on time. Three late arrivals will constitute 1 absence. Student participation in class will be evaluated based on your contribution to other students’ learning, clarity of your contribution, and your willingness to assume

responsibility for making the discussions and activities work in our learning community. Participation will also be assessed on your contribution to the discussion boards and demonstrated knowledge of course content. You are expected to complete all assigned readings and course tasks. You will be required to submit written responses to course readings on a regular basis. You will be responding to a prompt that I provide you, but you will be writing and responding to other students in the course via HuskyCT discussion boards. I will check these posts periodically throughout the semester. They also serve as a key part of your Portfolio Paper described below.

Facilitating Discussion (10% of course grade):

You will be required to work with a small group of students to plan and facilitate a class discussion that might include an activity related to the readings assigned for one class session. This will involve working with your classmates to identify key ideas in the reading(s) and to develop discussion questions and activities that engage the class with these ideas. You will want to consider how you can make connections to key course themes and prior readings, as well as to students' own schooling experiences.

Critical Analysis Paper (20% of course grade):

Students will write one critical analysis paper that is 5 double-spaced pages in length and that addresses a topic examined in the course. The paper is a reflective, critical response to key questions that I provide to you and that emerge out of the readings and the class discussions of them. The paper should demonstrate your understanding of assigned readings and should draw effectively on classroom discussions and major themes of videos and class activities. The paper should demonstrate your ability to analyze the key concepts of the course. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, and the clarity of your writing. The paper will go through the process of editing and revising and will contribute to your fifteen page total toward the W requirement for the course.

Schooling Autobiography (20% of course grade):

Understanding how your personal schooling experiences have shaped your own assumptions about teaching and learning is essential to understanding the concepts of multicultural education and enacting its practices effectively. During Weeks One and Two, you will compose a schooling autobiography in which you reflect on your own identity and the ways in which identity markers (such as social class, race, ethnicity, language, ability, gender, sexual orientation, etc.) informed your schooling experiences. Consider in your essay how you have been privileged or disadvantaged in your schooling based on your social identities. The first draft of your autobiography should be 3-5, double-spaced pages. You will revise your cultural autobiography later in the course. It should be 5 double-spaced pages. In the revision you will make connections between the course readings, discussions and activities to deepen your understanding of your schooling experiences. The paper will go through the process of editing and revising and will contribute to your fifteen page total toward the W requirement for the course.

Equity Literacy Development Portfolio Paper (20% of course grade): A central objective of the course is to help you develop a multicultural lens on schooling, teaching and learning. This

involves developing what Gorski calls equity literacy. To facilitate your development of equity literacy, you will develop a portfolio paper in which you critically reflect on your personal and professional development as a teacher with an equity mindset. To do this, you will review and critically analyze the reading responses you write over the course of the semester. The paper will address where you are now in relation to the “snapshots of thinking” captured in the individual reading responses as well as interrogating what those reading responses have to say as a whole about a developing equity literacy approach to teaching and learning. The paper, a minimum of five, will consider the following questions: 1) *What multicultural or equity concepts or frameworks are you analyzing your reading responses with and why?* 2) *Which of your responses are most memorable for you and why? How have your thoughts on the issues you wrote about in those responses changed or grown?* 3) *What texts and/or “critical incidents” that you responded to challenged you the most? Why? Where are you now in relation to them?* 4) *What perspectives or voices were not attended to in your original snapshots that are now a part of your considerations of that text or critical incident? Explain.* 5) *What do your reading responses say together about your evolving relationship with an equity-literacy and/or multicultural lens?* The paper will go through the process of editing and revising and will contribute to your fifteen page total toward the W requirement for the course.

Critical Multicultural Curriculum Analysis and Transformation (20% of course grade): One goal of this course is to introduce you to the ideas and practices of multicultural education that you will be developing over the course of the program and, we hope, your career. These are complex and challenging practices. They require developing a wide knowledge base about your students as individuals and as members of diverse families and communities, and social groups. Enacting multicultural education also requires that you build a toolkit of curricular materials and instructional strategies. In order to help you do this, you will be working in small groups to critically analyze and transform curricular materials. In your groups, you will identify curricular materials you could potentially use as future teachers. You will then analyze the materials for issues of bias, stereotype and marginalization, and then create an activity in which you could transform and use these materials to enable your future students’ to view the key concepts, issues, events or themes from the perspective of diverse ethnic, cultural and social groups, support their learning, and invite them into meaningful social action. You will present your analysis and activity to the class in a poster session. Your group will also be responsible for co-writing a group reflection of 2 double-spaced pages in which you describe why you selected the curricular materials, how you transformed them, and how you think the materials can support your future students’ learning and engagement in meaningful social action. You and your group should make connections between course ideas, reading, discussions and activities in this reflection.

APA Citation Guidelines: You should be using APA format for citing texts in this course. APA guidelines and sample papers can be found at the library or bookstore in the complete APA manual and style guide. A quick reference is available at: <http://writingcenter.uconn.edu/?s=apa> or <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Criteria

Grades will be assigned according to the following scale:

A = 93-100	B = 84-87	C = 73-76	D = 63 - 66
A- = 90-92	B- = 80 – 83	C- = 70-72	D- = 60-62
B+ = 88-89	C+ = 77 – 79	D+= 67 -79	F = 59 and below

Readings

Required Text:

Nieto, S. & Bode, (2013). *Affirming diversity: The sociopolitical context of multicultural education, 6th edition*. New York: Pearson

Other readings are posted on the course HuskyCT site

Course Schedule

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you read each reading.

- What are the key ideas or concepts that the readings presents?
- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

(Please note, we might make changes to the schedule to better address course aims and student learning needs.)

Week	Course Topics	Course Assignments
One	Competing Purposes and Experiences of Schooling	Hochschild, J., and Scovronick, N. (2003). What Americans want from public schools. From <i>The American Dream and the public schools</i> . New York: Oxford University Press. Nieto & Bode, Chapter 1

		<p>Gorski, P. (2014). Equity Literacy, http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf</p> <p>Writing Workshop: The features of high quality writing in this course: models and methods</p>
Two	Schools, Identity & Systems of Power, Privilege & Oppression	<p>Tatum, B. D. (2013). “The Complexity of Identity: ‘Who Am I?’” In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, and X. Zuñiga (Eds.). <i>Readings for Diversity and Social Justice</i>. New York: Routledge.</p> <p>Harro, B. (2013). “The Cycle of Socialization.” In Adams, Blumenfeld, Castañeda, Hackman, Peters, and Zuñiga.</p> <p>Nieto & Bode, Chapter 6</p> <p>DUE: First Draft of Schooling Autobiography</p>
Three	Language & the Culture of Power in Schooling	<p>Nieto & Bode, Chapter 7</p> <p>Baker, J. (2002). Trilingualism. In L. Delpit & J.K. Dowdy (Eds). <i>The skin that we speak: Thoughts on language and culture in the classrooms</i>. New York: The New Press.</p> <p>L. Delpit. (2002). No kinda sense. In Delpit & Dowdy.</p> <p>Videos: “Do You Speak American?”, “The E Word”</p> <p>Writing Workshop: Preparing for the Critical Analysis Paper - Developing Claims with Strong Evidence and Warrants</p>
Four	Racial Identity, Power, and Privilege in Schooling: The Historical Experiences of People of Color in Schools	<p>Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880.</p> <p>Klug, B. J., and Whitfield, P. T. (2003). A Brief History of American Indian Education.</p> <p>Leung, B. P. (1998). Who are Chinese American, Japanese American, and Korean American children? Cultural profiles</p>

		<p>San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present.</p> <p>DUE: First Draft of Critical Analysis Paper</p>
Five	Racial Identity, Power and Privilege in Schooling: Contemporary Experiences	<p>Nieto & Bode, Chapter 4</p> <p>McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. <i>Peace and Freedom</i>, 10-12.</p> <p>Carter, P. L. (2010). Race and cultural flexibility among students in different multiracial schools. <i>Teachers College Record</i>, 112(6): 1529-1574.</p> <p>Writing Workshop: Strengthening your argument & deepening your analysis - peer review and individual conferences with the Critical Analysis Paper</p>
Six	Gender, Power & Privilege in Schooling	<p>Lorber, J. (2000). “Night to His Day”: The Social Construction of Gender,” In Adams et al.</p> <p>Blumenfeld, W. (2000). “Heterosexism.” In Adams et al.</p> <p>Sadker, D., Sadker, M. & Zittleman, K. (2009). Chapter 2: Opening the schoolhouse door. From <i>Still failing at fairness: How gender bias cheats girls and boys in schools and what we can do about it</i>. New York: Scribner.</p> <p>DUE: Final Draft of Critical Analysis Paper</p>
Seven	Social Class, Power & Privilege in Schooling	<p>Lareau, A. (2015). Cultural knowledge and social inequality. <i>American Sociological Review</i>, 80 (1): 1-27.</p> <p>Gorski, P. (2013) The trouble with the “culture of poverty” and other stereotypes about people in Poverty. From <i>Reaching and teaching students in poverty: Strategies for erasing the opportunity gap</i>. New York: Teachers College Press.</p>
Eight	Schooling autobiography workshop	<p>Nieto & Bode, Chapter 9</p> <p>Writing Workshop: Revising the Schooling Autobiography – Blending Analysis & Reflection</p>

Nine	Opportunity Gaps: School Funding, Racial Segregation and the On-going Struggle for Civil Rights	<p>Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In Prudence L. Carter and Kevin G. Welner (eds). <i>Closing the opportunity gap: What American must do to give every child an even chance.</i> (pp. 77-97). New York: Oxford University Press.</p> <p>Ladson-Billings (2006) From the achievement gap to the education debt: Understanding achievement in US schools. <i>Educational Researcher</i>, 35(3): 3-12.</p> <p>This American Life episode on racial segregation in Ferguson, MO: http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with</p> <p>DUE: Final Schooling Autobiography</p>
Ten	The Organization of School Success & Failure	<p>Nieto & Bode, Chapters 5, 8</p> <p>Anagnostopoulos, D. (2006). “Real Students” and “True Demotes:” Ending social promotion and the moral ordering of urban high schools. <i>American Educational Research Journal</i>, 43 (1): 5-42.</p> <p>Conchas, G.Q., Oseguera, L., & Vigil, J.D. (2012). Acculturation and school success: Understanding the variability of Mexican American youth adaptation across urban and suburban contexts. <i>Urban Review</i>, 44: 401-422.</p> <p>Writing Workshop: Blending reflection and analysis in the Portfolio Paper</p>
Eleven	Multicultural Education: Concepts & Curriculum	<p>Nieto & Bode, Chapter 3</p> <p>Banks (2007). Curriculum Transformations. From <i>An introduction to multicultural education, 4th edition.</i> Cranbury, New Jersey: Pearson.</p> <p>DUE: Portfolio Paper, First Draft</p>
Twelve	Equity Pedagogy & Culturally Responsive Teaching	<p>Nieto & Bode, Chapter 10</p>

		Ladson-Billings (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i> , 34 (3): 159 – 165. Writing Workshop: Revising the Portfolio Paper – peer review and instructor conferences
Thirteen	Thanksgiving Week	
Fourteen	Instructional Technology in Support of Equity Pedagogy & Culturally Responsive Teaching	Nieto & Bode, Chapter 11
Fifteen	Multicultural Curriculum Analysis Poster Sessions	DUE: Poster Presentations & Group Reflection Paper
Sixteen	Final	DUE: Final Draft Portfolio Paper

Class Policies

Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

Academic Integrity Policies: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can 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](#). Additionally, We will follow the guidelines of the First-Year Writing Program's [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Accommodations Policies: 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. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at

csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.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.

Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

Mobile Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations,

according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

Notice of Possible Revision 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.

**Overview of Integrated Bachelor's/Master's Teacher Education Program Revisions
Submitted by Dorothea Anagnostopoulos, Executive Director of Teacher Education
November 20, 2015**

The faculty of the Integrated Bachelor's/Master's (IB/M) teacher education program began significant program revision and improvement efforts in 2013. Based on a review of program goals and commitments, data, and current teacher education research and scholarship, the TE faculty, working with our K-12 school partners, adopted a practice-based teacher education (PBTE) model as the basis for these efforts. PBTE responds to two key challenges that have historically reduced the effectiveness and relevancy of university-based teacher education: 1) the theory-practice divide manifested in an over-emphasis in university courses on knowledge about teaching rather than on the enactment of teaching practices, and 2) a lack of coherency across university courses (Ball & Forzani, 2009; Grossman, Hammerness & McDonald, 2009). PBTE addresses these challenges by re-focusing the TE curriculum on a relatively small set of core or high-leverage teaching practices and re-designing learning-to-teach opportunities across it to develop teacher candidates' ability to enact these practices effectively with all students (Lampert, 2010; McDonald, Kazemi, & Kavanagh, 2013; Windschitl, Thompson, Braaten & Stroupe, 2012).

With PBTE as a guiding model, in fall 2014, the TE faculty adopted the Core Practices Document that delineates 19 teaching practices that faculty and our K-12 partners will expect all graduates of the program to be able to enact effectively as beginning teachers. Building on this work, the TE faculty approved a revision of the TE course sequence in fall 2015. The revision includes the following changes.

Junior Year

Fall Semester:

Create EDCI 3100 Multicultural Education, Equity & Social Justice: In the current course sequence, courses in multicultural education and language diversity are offered in the Masters years on an elective basis. Exit surveys of program completers have consistently indicated that graduates leave our program feeling unprepared to teach diverse learners, especially those in urban contexts. EDCI3100 will address these concerns. It will also allow the students to work on developing beginning skills in Core Practices 2, 3, 14 & 16.

Drop EDCI 3000, Introduction to Teaching: This is a one-credit course that introduces students to some of the theoretical and philosophical foundations of the IB/M program and includes examinations of the purposes of schooling and the relationship between schools and society. Because it is only 1 credit, the course does not provide the opportunities for students to engage in-depth with issues of schooling, diversity and society or to develop a strong knowledge of the concepts of multicultural education and to begin to enact some of its practices. We moved the 1 credit from dropping this course to EDCI3100.

Move EPSY 3230 Technology in Education to the Masters Year: The TE faculty voted to move this 1 credit course from the junior to the Masters year as a way to integrate technology more fully into teacher candidates' practice. The new course will allow for more opportunities for teacher candidates to explore instructional technology uses as they engage in sustained clinical practice during their internship practicum. The move also allows us to move the 1 credit to the new EDCI3100.

Create EDCI 3010 Introduction to the Elementary Curriculum: This new course will provide elementary teacher candidates with opportunities to develop knowledge in interpreting, assessing and connecting curricular standards across the elementary school subjects. There are currently no courses in the elementary program that provide these opportunities. As elementary teachers must teach across the content areas, understanding and being able to draw connections across content area curricula is critical to providing elementary students with rich, high-level learning opportunities.

Spring Semester:

Create new secondary Methods Course: The current program includes only 1, one-semester methods course for secondary teacher candidates. This did not provide teacher candidates with sufficient opportunities to build their fluency in practices related to subject—specific curriculum development, instruction and assessment. The new methods course will extend current learning-to-teach opportunities in these areas.

Drop EGEN 3110W course: One goal of the program revisions is to better integrate our students' clinical experiences with their work in their methods courses to bridge the theory/practice and school/university divides. To do this, we are integrating 1 credit from the EGEN3110W seminar for the 6 hours per week clinical experience into the new secondary methods course.

We are also integrating this 1 credit clinical placement into EPSY3130, Methods for Teaching Students with Disabilities and EDCI3305, Methods in Elementary Education, both current courses.

Integrating the clinical credit into the methods courses will allow instructors to link the course curriculum with the field placements more intentionally. This will allow students to develop fluency in key core practices as they develop knowledge of and rehearse these practices in their university courses and then enact them with the K-12 students in their clinical placements.

Create EGEN 3110 1 credit for Elementary Education: Elementary Education faculty voted to retain 1 credit of EGEN3110. The methods course concurrent with EGEN3110 is EDCI4110W, which is taught by multiple instructors. Maintaining 1 credit of EGEN3110 will ensure that students' clinical placements are mediated in a way that supports their learning. Research consistently shows that if clinical experiences are not mediated they can reinforce negative views of diverse learners and traditional practices.

Move EDCI 4110W Teaching Reading and Writing in the Elementary School from senior year, fall semester to junior year, spring semester. Literacy is a foundational subject in the elementary curriculum. Moving EDCI4110W to the junior year provides elementary education students with opportunities to develop knowledge and skills curriculum, instruction and assessment specific to literacy earlier in the program. The move also allows us to move *EDCI4130 Teaching the Language Arts in the Elementary School* from its current location as a two-week intensive course in elementary English language arts methods in the beginning of spring semester senior year to fall semester senior year. This move extends the student teaching practicum giving them time to develop fluency in key core teaching practices.

Move EDCI 4010 Teaching Reading and Writing in the Content Areas from senior year, spring semester to junior year, fall semester. This course is currently a two-week intensive course offered at the beginning of spring semester senior year, the semester that students engage in student teaching. This move extends the student teaching practicum giving students more time to develop fluency in key core teaching practices and provides students the opportunity to develop knowledge and skills in planning curriculum and instruction earlier in the program than currently possible.

Drop EPSY 3110 Exceptionality requirement for Special Education Students. EPSY4110 Advanced Foundations of Disability covers much of the same material as EPSY3110 while providing knowledge and skills more pertinent to special education students. We are moving EPSY4110 from the senior year to the junior for this purpose.

Senior Year

Fall Semester:

Move EPSY 3125 Classroom Management from junior year, spring semester into fall semester senior year. This move will link the class more closely with student teaching, which occurs in the senior year. In addition, instructors will offer one section tailored for secondary teacher candidates and one tailored for elementary candidates. Special Education, Music and Agriculture Education candidates, as they receive 1-12 certification, will have their choice of sections. The course content will maintain the same, but examples and strategies will focus on the respective age distinctions as relevant.

Spring Semester:

Move EPSY 4010 Assessment of Learning from fall senior year to spring semester. This course currently occurs fall semester senior year. It will be moved it to a 1-week intensive course spring semester. Instructors will be better able to connect the coursework with teacher candidates' preparation for student teaching.

Retitle EGEN 4110 to EGEN 4110 Creating & Sustaining Equitable Classroom Environments for Learning: The course curriculum currently addresses two major areas: developing fluency in classroom management practices and engaging teacher candidates in collecting data to assess the impact of their instructional practices on their students' learning. The new title more accurately reflects this focus and makes visible the knowledge and skills addressed.

Here are the changes being made per pathway:

Elementary Education	Secondary Education	Special Education
Drop EDCI3000	Drop EDCI3000	Drop EDCI3000
Move EPSY3230 to Master's Yr	Move EPSY3230 to Master's Yr	Move EPSY3230 to Master's Yr

<p>Create EDCI3100 Multicultural Education, Equity & Social Justice fall semester junior year</p> <p>Create EDCXXX Integrated Methods course in junior yr, fall semester</p> <p>Replace EGEN3110W to EGEN3110 1 credit, junior yr, spring semester</p> <p>Move EDCI4110W from senior yr, fall semester to junior yr, spring semester</p> <p>Move EDCI4130 from senior yr, spring semester to senior yr, fall semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>	<p>Create EDCI3100 Multicultural Education, Equity & Social Justice fall semester junior year</p> <p>Create EDCIXXX methods for junior year, fall semester. Drop EGEN3110W and integrate 1 credit clinical placement into this new course.</p> <p>Move EDCI4010 from senior yr, spring semester to junior yr, spring semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>	<p>Create EDCI3100 Multicultural Education, Equity & Social Justice fall semester junior year</p> <p>Drop EGEN3110W and integrate 1 credit clinical placement into EPSY3130</p> <p>Drop EPSY3110 Exceptionality</p> <p>Move EPSY4110 from senior to junior year spring semester (replaces Exceptionality)</p> <p>Move EDCI4110W from senior yr, fall semester to junior yr, spring semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>
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References

- Ball, D.L. & Forzani, F.M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60 (5), 497-511.
- Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15 (2), 273-289.
- Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61 (1-2), 21-34.
- McDonald, M., Kazemi, E. & Schneider, S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education*, 64(5), 378-386
- Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96 (5), 878-903.