APP 4/29/13 via email

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| Contact Person(s) Monte Tidwell | Email Address mtidwell@iup.edu |
|---|---|
| Proposing Department/Unit Professional Studies in Educ. | Phone 7-2651 |

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

### 1. Course Proposals (check all that apply)

☐ New Course      ☐ Course Prefix Change      ☐ Course Deletion

☑ Course Revision      ☐ Course Number and/or Title Change      ☐ Catalog Description Change

_Current_ course prefix, number and full title: FDED 440, Orientation to Teaching in Urban Centers

_Proposed_ course prefix, number and full title, if changing:

### 2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

☐ Learning Skills    ☐ Knowledge Area    ☐ Global and Multicultural Awareness    ☐ Writing Across the Curriculum (W Course)

☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

☐ Global Citizenship      ☐ Information Literacy      ☐ Oral Communication

☐ Quantitative Reasoning      ☐ Scientific Literacy      ☐ Technological Literacy

### 3. Other Designations, as appropriate

☐ Honors College Course      ☐ Other: (e.g. Women's Studies, Pan African)

### 4. Program Proposals

☐ Catalog Description Change    ☐ Program Revision    ☐ Program Title Change    ☐ New Track

☐ New Degree Program    ☐ New Minor Program    ☐ Liberal Studies Requirement Changes    ☐ Other

_Current_ program name:

_Proposed_ program name, if changing:

### 5. Approvals

| | Signature | Date |
|---|---|---|
| Department Curriculum Committee Chair(s) | _Mary Jane Hornick_ | 4/12/13 |
| Department Chairperson(s) | _Sue Rieg_ | 4/12/13 |
| College Curriculum Committee Chair | _Edith Reyburn_ — JECC | 4/22/13 |
| College Dean | _Edward Nardi_ | 4/23/13 |
| Director of Liberal Studies (as needed) | | |
| Director of Honors College (as needed) | | |
| Provost (as needed) | | |
| Additional signature (with title) as appropriate | | |
| UWUCC Co-Chairs | _Gail Sechrist_ | 4/29/13 |

**1. New Syllabus of Record**


    **I.**      **Catalog Description**

        **FDED 440 Orientation to Teaching in Urban Centers**        **2c-0l-2cr**

        Provides an understanding of urban learners and their unique learning needs and conditions. Emphasizes understanding the origin of attitudes and values and how these affect the relationships which exist between students and teachers. Special attention given to practical application of theoretical information to problems of urban education.


## II. Course Outcomes

Outcome 1: Is aware of the human diversity within and between urban settings and is able to take local socio-cultural realities into consideration as an important part of developing teaching strategies and learning environments that do not lower standards or expectations. (INTASC #2, 3, 5, 6, 7; PDE IIA, IID; NAEYC 5)

Outcome 2: Has developed an informed, research-based perspective regarding racial, ethnic, social class, gender, and linguistic diversity and is capable and comfortable in discussing these aspects of identity in positive, growth-enhancing ways with students and colleagues. (INTASC #3, 5, 6; PDE IIA, IIIC; NAEYC 6)

Outcome 3: Understands the importance for teachers to have strong relationships with parents and the wider community and understands the ways in which to develop these relationships. (INTASC # 3, 6, 10; PDE IIIC, IIID; NAEYC 2)

Outcome 4: Understands the qualities and factors that contribute to excellence and equity in urban schools through exposure to successful urban teachers and successful urban school programs. (INTASC # 7; PDE IIA, IID; NAEYC 7)

**Student Outcomes Matrix**

| COE-ET Conceptual Framework | Course Objectives | NAEYC Standards | INTASC Standards | PDE Competencies | Course Assessment |
|---|---|---|---|---|---|
| Instruction, Classroom Environment, Planning and Preparation Professionalism | 1 | 5 | 2,3,5 | IIA,IID | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Professionalism | 2 | 6 | 3,5,6 | IIA,IIC | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Professionalism | 3 | 2 | 3,6,10 | IIIC,IIID | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Planning and Preparation, Professionalism | 4 | 7 | 7 | IIA | Lit Circle reports, Mid-term exam, **Book Review Assignment** |

## III. Detailed Course Outline

Week 1          Introductions of ourselves and the course; What do we mean by "urban"?; Discussion of assignments and expectations;

Week 2          The historical development of segregated inner-cities; Institutional racism.

Week 3          Resistance strategies. Collective and individual identity. "Folk" theories of education and success

Week 4          The hidden curriculum of urban schools. Qualities of successful urban teachers. Cultural bridging and Learning styles.

Week 5          Reform trends in urban schools. NCLB and its impact.

| Week 6 | Mid term exam |
|--------|---------------|

| Week 7 | Best practices in adapting to learning styles; Differentiated learning; Human Relations approaches. |
|--------|---------------|

| Week 8 | Defining resiliency and exploring ways to develop it. Critical approaches. |
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| Week 9 | Examples of cultural bridging, human relations approaches, and critical approaches in the readings. |
|--------|---------------|

| Week 10 | Video, "The Color of Fear", followed by discussion. |
|---------|---------------|

| Week 11 | Strategies for effective teaching in urban settings. Qualities of star urban teachers compiled from research. |
|---------|---------------|

| Week 12 | Teacher education for urban teaching. Successful urban schools. What are the factors that make them successful? |
|---------|---------------|

| Week 13 | Video on growing up in Camden, NJ. Discussion. |
|---------|---------------|

| Week 14 | Book review presentations and discussions. Course wrap-up. |
|---------|---------------|

Final activity during final exam week

## IV. Evaluation Methods

| Participation | 50 pts |
|---------------|--------|

Attendance is mandatory and will be monitored. Excessive unexcused absences will negatively affect your grade. The attendance policy will follow that outlined in the undergraduate handbook.

This course is discussion-oriented. The quality of your contributions will be based upon your demonstrated knowledge of the readings and the concepts that have been introduced. You are expected to demonstrate in-depth knowledge of these during the discussions and in-class, small group projects. Individual contributions to group work will be closely monitored. Structured roles will be assigned for each group assignment and the completion of each assigned role will be noted by the instructor. Professionalism in demeanor and dispositions is always expected. Since this course covers many issues that are contentious in our society, all interactions must remain respectful and all students are expected to be open to the views of others. In ten of the

class sessions there will be the opportunity to earn 5 points which will count as your participation grade.

Literature Circle discussions                    50 pts

Student teams will be assigned readings from the course reader. They will prepare to lead discussion of the readings by selecting key points for discussion and developing questions. These questions should encourage critical thinking/higher order thinking. In addition, each team will locate a web-based resource that has clear connections to the reading and share this resource with the class. Prior to the discussions, the student team will distribute a word-processed copy of discussion points and questions to the class.

Criteria for Evaluation:
- Evidence of knowledge of the content of the reading
- Quality and relevance of the key points and questions
- Ability to generate discussion that engages the group
- Quality and relevance of web-based resource

Mid-term exam                    100 pts

The mid-term examination is an essay exam. The responses for the essay questions will be based on information from the course reader, course text, and an outside interview. Interview questions will be developed in class and the interview project will be further explained. There will be four essay questions from which you will choose two to which to respond. Your responses should be typed and in APA format.

Criteria for evaluation:
- Clarity of response: well-organized and understandable
- Depth of thought: goes beyond repetition of readings and notes
- Accuracy: responds fully to what has been asked
- Linkage/support: includes relevant references and is linked to your future teaching career

Book Review Presentation                    100 pts

This assignment is the Key Assessment for this course.

Student teams will participate in a book review by reading and responding to an ancillary text that they will select from a range of choices presented by the instructor. During one of the first class sessions, the instructor will describe various books and give students time to preview them. Students will purchase the book and bring it to subsequent class sessions. For each of the remaining class sessions the group will meet to discuss the previous week's reading and to set goals for the next week. All group members will record their responses to readings in a log which will serve as a springboard for discussion. The ultimate goal is to engage you in scholarly discussions based upon the reading that makes connections between the reading, other course

material, and your future as a teacher. The culminating activity will be a 15-20 minute panel presentation by group members that highlights the major points of the book and provides a critique that addresses the book's applications in contemporary urban schools and classrooms.

Criteria for evaluation:
- Active participation in discussion group
- Scholarly response to reading in the log
- Content of panel presentation
- Presentation skills in panel presentation

| Total | 300 pts |
|---|---|

## V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F< 60%

## VI: Attendance Policy

The attendance policy will follow that outlined in the undergraduate handbook.

## VII: Required Readings

1. Tatum, B.D. (1997). Why are all the black kids sitting together in the cafeteria? and other conversations about race. New York: Basic Books. (Available in the Co-op Store).
2. Reader on Urban Education available at Copies Now
3. A book to be chosen from a list provided by the instructor. This is the book to be used for your book presentations.

## VIII. Special Resource Requirements

None

## IX. Bibliography

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**4. Summary of the Proposed Revisions**
a. Changing from a 3 credit to a 2 credit course
b. Removed one assignment that was very work and time intensive. This included deleting the content of two class sessions required to prepare and discuss these assignments. This allowed more in-class time for discussion on remaining assignments (such as in Week 13).
c. One of the assignments was streamlined and included as part of the mid-term essay examination.
d. Included a text book. The publishing date for this book is 1997. This remains the best book available on ethnic identity development.
e. Overall points for evaluation was changed from 450 points to 300 points.

## 3. Justification/Rationale for the Revision

The rationale for the proposed revisions is to bring the Urban Track into compliance with the 135 credit limit mandated by the Board of Governors for four year programs of study.
The Board of Governors has mandated that our program of study in its entirety be no more than 135 credits. The Urban Track within the new Early Childhood/Special Education (ECSP) major is currently at 138 credits due to two specialized courses intended to focus specifically on preparing our majors to work in urban settings. Since approval is pending that our majors need only take three of the previously required four science courses which were 2.5 credits each, this change would bring the number of credits for the Urban Track specialization down to 135.5 credits. This is still over the limit mandated by the Board of Governors. One of the specialized courses in the Urban Track is FDED 440, Orientation to Teaching in Urban Centers. It is being proposed to change that course from a 3 credit offering to a 2 credit offering. The old EDUC 499, Multicultural/Multiethnic Education course, which was dropped in our switch to the new program of study, was of similar content and was a 2 credit course. Students now receive some of the content in the new ECED 117 course and in their EDEX 460 course; thus, some of the content can be reviewed briefly but not as much time is needed to cover the content.
The FDED 440 course can easily be adapted to reflect a work load concomitant with a 2 credit course without losing its ability to achieve the outcomes of the 3 credit course that it is now. This change will bring the Urban Track option to 134.5 credits which is within the 135 credit limit required by the Board of Governors.

## 4. Letters of Support:

N/A for the course revision.
Science letters are attached to the ECSP curriculum revision proposal.

## 5. Old Syllabus of Record

<div align="center">

**FDED 440**
**Orientation to Teaching in Urban Centers 3c-0l-3cr**

</div>

## I. Catalog Description

Provides an understanding of learners and their unique learning needs and conditions. Emphasizes understanding the origin of attitudes and values and how these affect the relationships which exist between students and teachers. Special attention given to practical application of theoretical information to problems of urban education.

## II. Course Description

This course will develop in students a heightened awareness and understanding of the social and cultural contexts of urban schools and will provide them with knowledge and skills for addressing the educational challenges that are often unique to urban settings.

The social and cultural diversity of urban communities enriches urban schools and provides opportunities for many types of meaningful and effective learning to occur. It also presents challenges to teachers and administrators whose backgrounds and life experiences often differ dramatically from those of their students. In this course, we will explore these challenges and issues and will examine relevant theory, research, and reform efforts which will offer insights into how schools can successfully function in urban settings. We will examine the historical, economic, political, and socio-cultural contexts of learning in urban schools with the purpose of working toward ways to construct meaningful educational environments in urban schools.

## III. Course Outcomes

Outcome 1: Is aware of the human diversity within and between urban settings and is able to take local socio-cultural realities into consideration as an important part of developing teaching strategies and learning environments that do not lower standards or expectations. (INTASC #2, 3, 5, 6, 7; PDE IIA, IID; ACEI 3a-e; NAEYC 4a, 4d)

Outcome 2: Has developed an informed, research-based perspective regarding racial, ethnic, social class, gender, and linguistic diversity and is capable and comfortable in discussing these aspects of identity in positive, growth-enhancing ways with students and colleagues. (INTASC #3, 5, 6; PDE IIA, IIIC; ACEI 3a, 3b, 3e; NAEYC 4a)

Outcome 3: Understands the importance for teachers to have strong relationships with parents and the wider community and understands the ways in which to develop these relationships. (INTASC # 3, 6, 10; PDE IIIC, IIID; ACEI 5c, 5d; NAEYC 4a)

Outcome 4: Understands the qualities and factors that contribute to excellence and equity in urban schools through exposure to successful urban teachers and successful urban school programs. (INTASC # 7; PDE IIA, IID; ACEI 5c, 5d)

## IV: Student Outcomes Matrix

| COE-ET Conceptual Framework | Course Objectives | NAEYC Standards | INTASC Standards | PDE Competencies | Course Assessment |
|---|---|---|---|---|---|
| Instruction, Classroom Environment, Planning and Preparation Professionalism | 1 | 4a, 4d | 2,3,5 | IIA,IID | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Professionalism | 2 | 4a | 3,5,6 | IIA,IIC | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Professionalism | 3 | 4a | 3,6,10 | IIIC,IIID | Lit Circle reports, Mid-term exam, **Book Review Assignment** |
| Instruction, Classroom Environment, Planning and Preparation, Professionalism | 4 | 4a | 7 | IIA | Lit Circle reports, Mid-term exam, **Book Review Assignment** |

## V. Required Readings

5. Reader on Urban Education available at Copies Now

2. A book to be chosen from a list provided by the instructor

### Suggested Readings

See the course bibliography that will be distributed in class.

## VI. Evaluation Methods

This course will meet once a week for two and a half hours each session. It is imperative that you have completed the assigned readings for each session and that you come to each session prepared to discuss your reactions, comments, and questions with the rest of the class. During our class sessions we will engage in open discussions, listen to the presentation of new information from the instructor, our fellow-students, and guest speakers, and participate in activities that are designed to help us understand our own cultural conditioning and help us

develop strategies for teaching in urban schools. During the first week of the course we will form small student working groups for the purpose of conducting collaborative research and joint presentations. Class participation and personal engagement with the substance and issues of this course represent a portion of your final grade. Your participation will be monitored through your regular attendance, your willingness to engage in open discussions, and your equitable sharing of group tasks.

The student teams will work together on various projects. Guidelines, parameters, and formats for these assignments are presented below and will be discussed in more detail in class. Your grade for this course will be determined according to the following assessments:

| | |
|---|---|
| Participation | 100 pts |
| Lit Circle discussions | 100 pts |
| Mid-term exam | 100 pts |
| Book Review Presentation | 50 pts |
| Interview presentations | 50 pts |
| Internet assignment | 50 pts |
| Total | 450 pts. |

Your grade will be computed from the total point values you receive on each of the above assignments. Point scores will be added together and your final grade based upon the total number of points you receive on a standard 10% curve. Therefore, getting 90% of the points will give you an A, 80% a B, and so on.

**Participation**
**100 pts.**
Attendance, Professionalism, Quality of contributions

**Article Discussions**
**50 pts.**

Student teams will be assigned readings from the course reader. They will prepare to lead discussion of the readings by selecting key points for discussion and developing questions. These questions should encourage critical thinking/higher order thinking. In addition, each team will locate a web-based resource that has clear connections to the reading and share this resource with the class. Prior to the discussions, the student team will distribute a word-processed copy of discussion points and questions to the class.
Criteria for Evaluation:
- Evidence of knowledge of the content of the reading
- Quality and relevance of the key points and questions

- Ability to generate discussion that engages the group
- Quality and relevance of web-based resource

## Mid-term exam
## 100 pts.

The mid-term examination is a take-home essay exam which will be distributed during our fifth class session and which will be due at the seventh class session. There will be four essay questions from which you will choose two to which to respond. Your responses should be typed and in APA format.

Criteria for evaluation:
- Clarity of response: well-organized and understandable
- Depth of thought: goes beyond repetition of readings and notes
- Accuracy: responds fully to what has been asked
- Linkage/support: includes relevant references and is linked to your future teaching career

## Book Review Presentation
## 100 pts.

Student teams will participate in a book review by reading and responding to an ancillary text that they will select from a range of choices presented by the instructor. During one of the first class sessions, the instructor will describe various books and give students time to preview them. Students will purchase the book and bring it to subsequent class sessions. For each of the remaining class sessions the group will meet to discuss the previous week's reading and to set goals for the next week. All group members will record their responses to readings in a log which will serve as a springboard for discussion. The ultimate goal is to engage you in scholarly discussions based upon the reading that makes connections between the reading, other course material, and your future as a teacher. The culminating activity will be a 15-20 minute panel presentation by group members that highlights the major points of the book and provides a critique that addresses the book's applications in contemporary urban schools and classrooms.

Criteria for evaluation:
- Active participation in discussion group
- Scholarly response to reading in the log
- Content of panel presentation
- Presentation skills in panel presentation

## Interview Discussions and Presentation
## 50 pts.

Each student team will conduct an informal interview with parents, community members, or peers to obtain their views on education and diversity/equity issues. The interview data we obtain is for course use only. During one of our earlier class sessions we will jointly develop

interview questions. The interview data will be discussed during one of our class sessions and student teams will prepare a list of major themes that emerge from the interviews.

Criteria for evaluation:
- Participation in the interview process and analysis
- Relevance and substantiveness of the themes

## Internet Resource Reports
## 50 pts.

Each team will be provided a topic on which they will prepare an oral report concerning the results of an Internet search on this particular topic. The team will prepare an annotated list of websites that they consider significant and practical to be distributed to the rest of the class. Some of the questions the team will address are: What kinds of practical information for urban teaching was found? Did you uncover any exemplary programs or practices? What have you learned about this topic that can be taught to the rest of the class?

Criteria for evaluation:
- Significance and practicality of the report
- Displays a solid understanding of the topic
- Able to effectively impart new knowledge to class
- Equal participation in the presentation

## VII. Tentative Outline of Class Sessions

| | |
|---|---|
| Week 1 | Introductions of ourselves and the course; What do we mean by "urban"?; Discussion of assignments and expectations; Discussion of the social justice perspective of this course. Introduction to the key concepts of the course. Formation of working groups. Choose books for review. |
| | Assignment: Read "The Rise of the Ghetto" and the Gay article in the reader. |
| Week 2 | The historical development of segregated inner-cities; Institutional racism. Article reports. A review of multicultural approaches for working with diverse student populations. Video: "Eyes on the Prize" |
| | Assignment: Read "Immigrant and Involuntary Minorities" and "Defining Racism" in the reader.
Read handout on resistance strategies. |
| Week 3 | Article reports. Resistance strategies. Collective and individual identity. "Folk" theories of education and success. The motivation factor and building mental models. Discussion of the interview assignment and development of questions. Video on first year urban teachers. |

Assignment: Read "Learning to Teach in Urban Settings" , "But That's Just Good Teaching", and "Improving the Success..." in the reader.

| | |
|---|---|
| Week 4 | Article reports. The hidden curriculum of urban schools. Video clip on stereotypes. Cultural bridging and Learning styles; Literacy circle book discussions. |

Assignments: Read "Closing the Achievement Gap" and "The Impact of High-Stakes Testing".

| | |
|---|---|
| Week 5 | Article reports. Reform trends in urban schools. NCLB and its impact. Literacy circle book discussions. Mid-term exam distributed. Review for exam. |

Assignments: Study for the mid-term exam. Read "Rule Creating in a Constructivist Classroom".

| | |
|---|---|
| Week 6 | This week we will be conducting our interviews with the person you have selected to interview. Literacy circle article discussion. Human Relations approaches. |

Work on mid-term exam.

| | |
|---|---|
| Week 7 | Discussion of interviews. What themes emerged? What insights and findings might we take from these interviews? Take-home mid-term exam due. Factors that lead to low expectations in city schools. Web-site presentations begin. |

Assignments: Read "Once Upon a Quincentenary" and "Developing Resiliency".

| | |
|---|---|
| Week 8 | Defining resiliency and exploring ways to develop it. Case study analyses. Critical approaches; Web-site presentations continue. Literacy circle book discussions continue. |

Assignments: Read "Building on the Strengths of Urban Learners" and "The Tree of Knowledge".

| | |
|---|---|
| Week 9 | Web-site presentations. Literacy circle book discussions. |

Assignment: Read "Development of a White Identity"

| | |
|---|---|
| Week 10 | Video, "The Color of Fear", followed by discussion. |

Assignment: Read "Genuine Caring and Literacy Learning for African-American Children", "Strategies that Close the Gap" and "Urban Teachers Professed Classroom Management Strategies".

| | |
|---|---|
| Week 11 | Strategies for effective teaching in urban settings. Qualities of successful urban teachers based on research. |

Assignment: Work on book review presentations. Read "Infusing Multicultural Principles in Urban Teacher Preparation".

Week 12        Teacher education for urban teaching. Successful urban schools. What are the factors that make them successful? Language diversity in urban schools. Guest speaker: Donna Payne.

Assignment: Read "Teaching for Social Justice".

Week 13        Best practices for adapting to different learning styles; Differentiated instruction; Co-teaching.

Week 14        Book review presentations and discussions.

Final date to be announced: Finish book review presentations; Course wrap-up.

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