

**Liberal Arts and Sciences**  
**Dual LAS Designation and Major Program of Study (MAJ)**

**Proposal Title: Request for MAJ Designation for EDUC Courses (Elementary Education 1-6)**

This form should be filled out to request that a requirement within a major program of study (as opposed to a general education requirement) be allowed to satisfy both a LAS requirement and the major requirement (**MAJ** designation).

Note: apart from the Foundations for Lifelong Learning, students may complete up to three LAS requirements (e.g. Civic Learning, IHIP, etc.), up to 9 credits, with approved coursework within their major.

*One form should be filled out for all initial requests to substitute major requirements in the new Liberal Arts and Sciences curriculum.*

**Sponsor(s) and Department Denise Sargent, Joann Nichols, & Karen DeAngelis Education Department**

1. Department Curriculum Committee Sign-off:

(NOTE: All curriculum changes require review by the Department Curriculum Committee and the Department Chair.)

Vote: 13 / 0 / 0 (For / Against / Abstain)

Name of Department Curriculum Committee Chair Danette Day

Name of Department Chair Denise Sargent

2. Indicate which LAS designation this course or major requirement would satisfy. (For multiple courses use chart below.)

- |   |  |
|---|--|
| <input type="checkbox"/> Civic Learning ( <b>CL</b> )   | <input checked="" type="checkbox"/> Diverse Perspectives ( <b>DP</b> )   |
| <input checked="" type="checkbox"/> Ethical Reasoning ( <b>ER</b> )   | <input type="checkbox"/> Fine Arts Expression and Analysis ( <b>FA</b> ) |
| <input type="checkbox"/> Historical Inquiry and Analysis ( <b>HI</b> )  | <input type="checkbox"/> Literary Inquiry and Analysis ( <b>LI</b> )     |
| <input type="checkbox"/> Personal Wellness ( <b>PW</b> )  | <input type="checkbox"/> Procedural and Logical Thinking ( <b>PL</b> )   |
| <input type="checkbox"/> Scientific Inquiry and Analysis ( <b>SI</b> )  |  |
| <input type="checkbox"/> Advanced Integrating and Applying LAS Learning ( <b>AIA</b> ) (see definition below) |  |
| <input checked="" type="checkbox"/> Integrative High Impact Practice ( <b>IHIP</b> ) (see definition below)   |  |

3. Review the guidance documents for the outcome(s) you have checked. Provide separate information below for each requirement requested.

- a. Please describe how this requirement demonstrates student learning in the specified outcomes and why students should be able to count this course for both a LAS requirement (e.g. Civic Learning, IHIP, etc.) and as a requirement within their major program of study. *If this requirement already has this LAS designation, note this here and move directly to 3b.*

**Ethical Reasoning:** (syllabus p. 6)

This introductory course explores the essentials of the history, philosophies, and goals of education. Candidates consider the implications of education as a profession, and the influences of the environment, laws, financing, diverse backgrounds, student identities, student challenges, professional ethical codes of conduct and community on the inclusive classroom. Collaborative, safe learning environments with high expectations are encouraged with introduction of instructional and management strategies and standards-based lesson planning concepts. Candidates collaborate and reflect on their own educational philosophy, values, and the ethics of teaching.

Learning outcomes in this course consist of:

- Think critically about human conduct and assess professional and personal values.
- Articulating a personal philosophy of education, constructing, and re-constructing his/her own beliefs, ethics, values, and practices related to education.
- Reflect on educational philosophy and consider the various ethical dilemmas of the modern educator as well as the ramifications of behavior, policies, and practices.
- Examine and apply the Education Department's Conceptual Framework, which includes being a reflective leader that includes dispositions of caring, ethical, skillful and knowledge in their practices with students.
- Recognize ethical issues and dilemmas in teaching, collaboration, learning, and working with families.
- Consider moral, legal, and ethical issues and the implication of educational practices and principles for the lives of their students.
- Examine the Code of Ethical Conduct CEC & NAEYC

Through coursework, discussions, and assignments, teacher candidates will demonstrate their ability to think critically about conduct and behavior, assess their own ethical beliefs and values, and consider ethical dilemmas in the field as well as the ramifications of actions and policies.

**Diverse Perspectives:** (syllabus p. 20)

Education 1005 Developing Culturally Proficient Educator for a Democratic Society provides candidates opportunities to develop an understanding and appreciation of multicultural perspectives and opportunities to develop skills to effectively work cross-culturally with peers, co-workers, students and parents. The course develops students' skills in critical thinking, active reading, effective communication, and the identification and refinement of cultural proficiency. Candidates become engaged thinkers, learners, and contributing members of the classroom while developing the pedagogical skills to effectively describe, respond to, and plan for issues that may arise in diverse classroom environments. Candidates describe and critically examine how different cultural and intellectual frameworks shape social reality through comparative study of diverse socio-cultural institutions (school, classrooms, families, and work) and practices in local contexts.

EDUC 1005 first seeks to answer many questions, i.e., What is culture? Why is culture important? Are some cultures more important than others? How has the culture of public education in the United States changed over time? and What is the role of teachers in a pluralist, democratic society? Since culture is a topic that is often considered in personal terms, in this class students use their own identities as a starting point. From there students expand their knowledge of culture by studying how to effectively communicate with people of other cultures who may have very diverse perspectives. As burgeoning teachers, students learn how to create culturally responsive classrooms within schools which are the most common socio-cultural institutions known to increase success and opportunities to improve our democratic society.

The course readings draw from both the humanities and social sciences. Through this exploration of culture in education, students acquire knowledge and practice a variety of skills to develop a critical cultural lens, ways of thinking and responding that promote culturally inclusive classrooms and/or environments where the cognitive and socio-emotional needs of all students/people are addressed.

Learning Outcomes and Assessments

1. Candidates will identify, analyze and evaluate their own culture and others cultural traits, qualities, characteristics, beliefs and values (Cultural Identity, Cultural Diversity). Students will identify and examine their cultural lens and values.
2. Candidates will explore cultural competency as a dynamic process that begins with conscious and unconscious thoughts and beliefs then manifests outward through intentions and actions. The process of cultural competence must be closely examined and continually developed (Reacting to Difference). Students will review the Cultural Competence Continuum and complete an Implicit Bias Inventory.
3. Candidates will understand and communicate how schools and teachers can effectively create classrooms built upon students’ cultural identities to teach knowledge and skills while modeling democratic values, attitudes, working to promote social justice, equal access and equity in learning opportunities (Cultural Diversity and Equity). Students will develop culturally responsive classroom designs and culturally responsive lessons that highlight their culturally proficient practices.

**IHIP: Practicum Handbook** <https://drive.google.com/file/d/1ak5nmn8oKnK-hndhvfB25uZ2JSOImrb1/view?usp=sharing>

EDUC 4883: Practicum II in Elementary Education is an Integrative High Impact Practices (IHIP) because it is an experiential learning practicum that consists of direct experience in a work setting with the benefit of supervision and coaching from professionals in the field. In addition, it requires students to integrate pedagogical knowledge and skills into a practical application. We are requesting that 3 of the 6 credits be designated as an IHIP.

b. Please describe how this requirement is integral to the major program of study.

EDUC 1005, 1006, and EDUC 4883 are required courses in the major. The practicum is also a licensure requirement needed for teacher candidates to successfully complete their program and to be endorsed for a teaching license through the Massachusetts Department of Elementary and Secondary Education (DESE). All three courses meet DESE’s required Subject-Matter Knowledge (SMK) standards and the Professional Standards for Teachers (PST).

	Major Requirement	List LAS Designation(s) this course/requirement would satisfy. (Refer to Item #2)	Explanation: Specified LAS Outcome (Refer to Item #3a)	Explanation: Major Program of Study (Refer to Item #3b)
1	<b>EDUC 1006 Foundations of Inclusive Education</b>		<b>Through coursework, discussions, and assignments, teacher candidates demonstrate their ability to think critically about conduct and behavior, assess their own ethical beliefs and values, and consider ethical dilemmas</b>	<b>Ethical Reasoning</b>

			in the field as well as the ramifications of actions and policies.	
2.	<b>EDUC 1005 Developing Culturally Proficient Educators</b>		Through coursework candidates describe and critically examine how different cultural and intellectual frameworks shape social reality through comparative study of diverse socio-cultural institutions (school, classrooms, families, and work) and practices in local contexts.	<b>Diverse Perspectives</b>
3.	<b>EDUC 4883: Practicum II in Elementary Education</b>		This practicum is an experiential learning course that consists of direct experience in a work setting with the benefit of supervision and coaching from professionals in the field.	<b>Integrative High Impact Practice (IHIP)</b>

*\*add rows to chart if necessary*

4. Attach the proposed four-year plan of study for your major. (plan of study p.5)

**Advanced Integrating and Applying LAS Learning (AIA)**

Courses at this level

of the curriculum are either advanced courses or integrative learning courses:

- Advanced courses are 2000 level or higher that have at least one LA&S course as a prerequisite.
- Integrative learning courses require students to integrate disciplinary knowledge and/or apply theoretical problems to practical applications.

**Integrative High Impact Practice (IHIP)**

- Civic Engagement
- Experiential Learning/Internship
- Student-faculty research project
- Student-faculty creative project
- Study Abroad
- Team Teaching/Learning Community
- Writing Intensive research project

## Elementary Education 1-6

Freshman Year					
Fall			Spring		
SPED 1001 Introduction to Special Education	3	MAJ	EDUC 1006 Foundations of Inclusive Education (10 hr pp)	3	MAJ /ER
FYE1000 First Year Experience	3	R&IL	EDUC 1005 Developing Culturally Proficient Educators for a Democratic Society	3	MAJ /DP
ENGL 1100: Writing I	3	W	ENGL 1200: Writing II	3	W&IL
MATH 1500: Informal Number Theory	3	QR	WS Elective	3	WS
PSY 1200 Lifespan Development	3	PL	MATH 1600 Math Modeling	3	
total	15		total	15	
Sophomore Year					
Fall			Spring		
SPED 2002 Speech and Language Dev for Diverse Learners (6 hr.pp)	3	MAJ	EDUC 2630 Literacy in the PreK-8 Classroom (12 hr.pp)	3	MAJ
EDUC 2009 The Art and Science of Education	3	MAJ	EDUC 2640 Language Arts: Theory to Practice (12 hr. pp)	3	MAJ
BIOL 1050 Life Science for Educators (or other lab science)	3	SI	FA Elective	3	FA
Math 2000 Informal Geometry	3		HI Elective	3	HI
CV Elective	3	CV	ENGL 2300 Children's Literature	3	LI
total	15		total	15	
Junior Year					
Fall			Spring		
EDUC 3015 Advanced Assessment and Instruction in Reading	3	MAJ	EDUC 3480 Teaching Mathematics to Elementary Students	3	MAJ
SPED 3020 Students with Emotional/Behavioral and Autism Spectrum Disorder	3	MAJ	EDUC 3440 Science in Elementary Education	3	MAJ
EDUC 3031 Teaching Social Studies with a Literacy-Based Approach	3	MAJ	SPED 3720 Classroom Management and Behavior Support	3	MAJ
EDUC 3018 Field Experience I in Elementary Education	2	MAJ	EDUC 3019 Field Experience II in Elementary Education	2	MAJ
Integrated Learning Course	3	AIA	Integrated Learning Course	3	AIA
EXSS 1000 Health and Fitness	3	PW	Free Elective	1	
total	17		total	15	
Senior Year					
Fall			Spring		
EDUC 4250 Assessment for Instruction	3	MAJ	EDUC 4550 Collaboration: Co-Teaching, Instruction, and Working with Families	3	MAJ
EDUC 3122 Sheltered English Immersion	3	MAJ	EDUC 4882: Practicum I in Elementary Education	6	MAJ
EDUC 3035: Arts Integration	3	MAJ	EDUC 4883: Practicum II in Elementary Education	6	MAJ / IHIP
SPED 4000 Integrated Partial Practicum (IPP)	4	MAJ			
total	13		Total	15	



Fitchburg State University  
Comprehensive Syllabus  
School of Education

## **EDUC 1006 Foundations of Inclusive Education**

3 Credit hours  
Day(s) and time of classes:

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

### **COURSE DESCRIPTION:**

This introductory course explores the essentials of the history, philosophies, and goals of education. Candidates consider the implications of education as a profession, and the influences of the environment, laws, financing, diverse backgrounds, student identities, student challenges, professional ethical codes of conduct and community on the inclusive classroom. Collaborative, safe learning environments with high expectations are encouraged with introduction of instructional and management strategies and standards-based lesson planning concepts. Candidates collaborate and reflect on their own educational philosophy, values, and the ethics of teaching.

A pre-practicum of 10 hours is required. This is required for all Early Childhood Prek-2, Early Education and Care, Elementary Education, Special Education Majors: Moderate and Severe Disabilities, and Educational Studies majors.

### **TEXT:**

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2020). *Introduction to teaching: Making a difference in student learning 3<sup>rd</sup> ed.* Los Angeles: SAGE Publications.

### **ADDITIONAL RESOURCES:**

Keith-Spiegel, P., JR, W. B., Balogh, D. W., Perkins, D. V., & Wittig, A. F. (n.d.). *The ethics of teaching: A casebook.* New York (N.Y.): Psychology Press.

Fitchburg State University Teacher Preparation Programs (2012). *Conceptual framework*. Fitchburg, MA.

<https://www.fitchburgstate.edu/academics/academic-schools/school-education/education-department/education-unit-educator-licensure-office/conceptual-framework>

Massachusetts Department of Elementary and Secondary Education  
*Curriculum Frameworks*. Malden, MA: Author.

Available on the Fitchburg State University Education Unit website and  
<https://www.doe.mass.edu/frameworks/current.html>

## **STANDARDS FOR EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION PROGRAMS**

### **WRITING STANDARD**

All candidates are expected to demonstrate a level of writing proficiency that is appropriate for professionals in the field of education. All written work must be word processed and written in APA style and format. It is required that all written material be proof read and errors corrected. Misspellings and grammatical errors/inconsistencies will lower the grade. Information and guidelines for APA style can be found at

<http://owl.english.purdue.edu/owl/resource/560/01/>

And APA guidelines will be available for this course on the Blackboard site

### **LEARNING OUTCOMES / OBJECTIVES:**

This course particularly fulfills the following PST indicators within the continuum of the Fitchburg State University teaching candidate program, all indicators fulfilled at the introductory level:

#### **(2) Teaching All Students**

- (a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- (b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

- (c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

**(4) Professional Culture:**

- (f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

**COURSE OBJECTIVES**

1. Identify historical points of view and the contributions of culturally diverse groups.
2. Think critically about human conduct and assess professional and personal values.
3. Explore how the PSTs are reflected in the course content.
4. Examine models, theories and philosophies that form the basis for educational practice.
5. Identify teacher attitudes and behaviors that influence the behavior of individuals with and without disabilities.
6. Identify the various components of federal/state laws, regulations, and ethics pertaining to individuals with and without disabilities.
7. Explore the rights and responsibilities of students, parents, teachers and others in maintaining effective educational practices and outcomes.
8. Identify issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds.
9. Examine family systems and the role of family in supporting positive outcomes for student with and without disabilities in schools.
10. Explore strategies used by diverse populations to cope with a legacy of former and continuing racism.
11. Examine the impact of dominant culture on shaping schools and the individuals who work in them.
12. Relate the potential impact of differences in values, languages and customs that can exist between home and school.
13. Articulate a personal philosophy of education, constructing, and re-constructing his/her own beliefs, ethics, values, and practices related to education
14. Examine the effects exceptional conditions can have on an individual's life.
15. Examine the cultural perspectives influencing the relationships among families, schools and community as related to instruction.
16. Identify personal cultural biases and differences that affect one's teaching.
17. Recognize ethical issues and dilemmas in teaching, collaboration, learning, and working with families

18. Identify practices and behaviors of developing teacher candidates, and demonstrate professional behavior in class and field experiences.
19. Reflect on educational philosophy and consider the various ethical dilemmas of the modern educator as well as the ramifications of behavior, policies, and practices.
20. Examine and apply the Education Department's Conceptual Framework, which includes being a reflective leader that includes dispositions of caring, ethical, skillful and knowledge in their practices with students.
21. Examine the Code of Ethical Conduct CEC & NAEYC

**Fitchburg State University  
Teacher Education Conceptual Framework**



Candidates who complete Education Unit preparation programs are knowledgeable, skillful, competent, ethical, and caring professionals. See the complete conceptual framework description at: Fitchburg State University Teacher Preparation Programs (2012). Conceptual framework. <https://www.fitchburgstate.edu/academics/academic-schools/school-education/education-department/education-unit-educator-licensure-office/conceptual-framework>

This course will address the dispositions of the Conceptual Framework way(s):

**Knowledge:**

As a result of the learning experiences in the course, the candidate will be able to:

- discuss current issues related to children and families and become more cognizant of the historical roots of present-day educational programming and practice.
- incorporate individual characteristics of students and their families within program.
- use individual and group guidance to develop positive and supportive relationships with children and colleagues.
- show respect and inclusiveness related to cultural values and traditions, family structure and special needs accommodations.
- be literate in and have a broad understanding of the developmental needs of children and ways of assessing developmental progress.

- become more cognizant of educational historical points of view of culturally diverse groups, models and theories of education, federal and state regulations pertaining to individuals with disabilities, community resources availability and types, and assessment and instruction for students with disabilities.
- become more aware of typical and atypical child development, culture, maturation, and the needs and intelligences of children in order to help maximize learning and self-actualization. They will become aware of multiple ways of teaching and structuring rooms, schools and curriculum for learning.
- utilize national standards and Massachusetts Frameworks in their curriculum development

### **Skillful:**

As a result of the learning experiences in the course, the candidate will be able to:

- demonstrate current knowledge of key aspects of selected program models
- design skillful lessons, design a room, consider practices that foster learning and begin to devise skillful formative and summative assessment practices that inform their teaching and planning.

### **Caring:**

As a result of the learning experiences in the course, the candidate will be able to:

- act in accordance with what is most beneficial for the student(s)
- create a classroom that is physically safe, cognitively challenging, and emotionally nurturing;
- involve colleagues as partners with respectful, sustained involvement in effort;
- spend observation time in order to understand students' and colleagues' competencies
- use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and fellow candidates
- become more competent in understanding cultural biases and perspectives as they influence education, the role of family in education, and the effects of exceptionality on individuals.

### **Ethical:**

As a result of the learning experiences in this course, the candidate will be competent in his or her ability to:

- respond fairly to a student's cultural background as it may affect learning and behavior
- establish basic trust in the student to be an initiator, an explorer and a self-learner
- exhibit and model high standards of ethical behavior including maintaining the confidentiality in his or her work with students, parents and colleagues.

- encourage positive social interaction among children and candidates, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- consider moral, legal and ethical issues and the implication of educational practices and principles for the lives of their students.

**Reflective Leader:** As a result of this learning experience candidates will become reflective educators as they increase their understanding and use of research. Candidates will note classroom observations and write purposeful reflections focusing on ethical behavior and the connections between theory and best practices in collaboration with educational professions working with children. Because of our work together, the candidate will increase his or her capacity to use research, reflective thinking, and collaboration to provide effective educational practice for students in a diverse society. Students will understand that their career involves principles and practices and possibilities.

**INSTRUCTIONAL STRATEGIES:**

A varied instructional approach in an authentic cooperative atmosphere will foster opportunities for a nested curricular format. Student-centered, seminar, and teacher directed models of instruction will be utilized. This class will provide explanation and substantive background for the student’s practicum experiences. Class attendance, Pre Practicum attendance, keeping up with readings and assignments, and full student engagement, including ample communication with the instructor, are key factors to a successful experience in this course.

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	<u>X</u>	Pre-Practicum or Field Experience
—	Laboratory	<u>X</u>	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	—	Field Trip
—	Interviewing	<u>X</u>	Computer Application
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by Discussion
<u>X</u>	Reflective Response		
<u>X</u>	Creating Visual Illustrations of Concepts	<u>X</u>	Other: _ Case Study;
		<u>X</u>	Modeling of Strategies by Instructor

**TECHNOLOGY INITIATIVES:**

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

**Candidates will utilize technology as:**

- a research tool; (a means of discovering current trends and substantive research articles about education)
- a communication method, and avenue for assignment submission
- an organizational learning tool, using the course Blackboard site as a source of supplemental materials and up-to-date course documents
- a method of documenting field experience through TK20
- an enhancement tool for the design of PowerPoint presentations (for in class presentations/individual/group).

**Blackboard Site:** This course will be accompanied by an online Blackboard site. The syllabus, calendar, rubrics for assignments, any videos, additional readings, class Power Points, and any discussion board activities will be available throughout the semester. *Students are responsible for the content on this site.*

**Fitchburg State University Library Online Services:**

The Fitchburg State University Library online services may be accessed through <https://library.fitchburgstate.edu/>  
Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978.665.3762.

**COURSE REQUIREMENTS & CANDIDATE LEARNING ACTIVITIES**

All of the candidates' learning activities are related to the Candidate Learning Objectives and aligned with the FSU Conceptual Framework. **All due dates and rubrics are available on the course Blackboard site.**

**1.Attendance and participation** in classroom and pre-practicum (10% of the course grade): Candidates will attend all classes and pre-practicum appointments, engaging with activities and interacting with colleagues, supervisory teachers, and class instructor. Candidates will be on time and remain for the entire period. Candidates will contribute to the community of the classroom and practicum setting, present a professional demeanor, submit work on time, submit timely paperwork, and project the qualities of a reflective educator.

**2.Weekly Quizzes, Class Activities, and Proofs of Progress (POP's)** (20% of course grade): Candidates will show time management skill and demonstrate understanding of required readings with in-class activities and quiz/webs (weekly quiz exercises) and proofs of progress (POP's) on major assignments.

**3.Midterm Exam:** Candidates will review all content and use the Bb discussion forum for pre-test collaboration, and practice professionalism and ethical engagement in this short essay, collaborative exercise (20% of course grade).

**4. Philosophy Project:** The candidates' knowledge of teaching and learning are developed through group projects and reflections. Candidates will critically reflect on deeply held beliefs and values and develop a new philosophy based on course discussions, content, and experiences. Through reflection and action, candidates evolve in the depth of their understanding as demonstrated in their written work and the work of the students whom they teach. The reflections provide a chance to describe what the candidate believes as well as an impetus for consideration of key issues. The candidate will report their philosophy of education and also choose from various projects to expand on their learning. Candidates will demonstrate a grasp of current educational issues including ethical dilemmas in the field and the ramifications of actions and policies in schools. Candidates will present a summary of his/her philosophy to the class (30%).

**5. Pre practicum reflections** involve reflection on the immersion in the pre-practicum experience and its relation to course content. Topics include classroom rituals and routines, models of instruction, and theory reflected in the classroom. **Reflection submissions due dates and topics are posted on the Bb site** – and are assessed using the posted reflection rubric. (20% of course grade).

#### **FIELD-BASED REQUIREMENTS:**

The pre-practicum experiences for this course are designed for the student to have opportunities to investigate, observe, participate, and become familiar with the educational settings.

The pre-practicum candidates will spend a minimum of 10 hours, on site, preferably in an Inclusion classroom. Each student will need to secure permission to come into the setting to observe, participate, and assist in the program. The candidates will discuss the nature of the Foundations of Inclusive Education course with the cooperating teacher and how they can integrate their time in the program. Students are expected to work with children and the teacher. This is not an observation only pre-prac. The more involved you are with the teacher and the children in their daily activities the more meaningful the experience will be for you.

A **pre-practicum folder** will be distributed in class. Students will deliver this folder to their supervising practitioner (classroom teacher) and return it to your professor on the due date. You cannot pass this course without completing a 10 hour pre-practicum with an approved school and supervising practitioner. You must receive at least a 3 in each area of the disposition rubric. **PRE-PRAC DOCUMENTS MUST BE COMPLETED AND SUBMITTED PER LICENSURE REQUIREMENTS.** The candidates must have a CORI Check before being allowed in the schools. Check with field placement setting on this process as soon as possible.

#### **COURSE EVALUATION POLICIES AND PROCEDURES:**

**COURSE EVALUATION:** Course evaluation consists of the following:

<b>Criteria</b> <b>This breakdown is provided for students to keep track of earned credit.</b>	<b>Points Earned</b>	<b>% of final grade</b>
<b>Attendance and Participation in Classroom and Pre Practicum</b>		<b>10%</b>
<b>Weekly Quizzes, Class Activities, and Proofs of Progress (POP's)</b>		<b>20%</b>
<b>Midterm Exam</b>		<b>20%</b>
<b>Philosophy Project</b>		<b>30%</b>
<b>Prepracticum reflections</b>		<b>20%</b>
		<b>100%</b>

Grades are awarded on a numerical scale as follows:

<b>4.0</b>	A	95 –100
<b>3.7</b>	A-	92 – 94
<b>3.5</b>	A-/B+.	89 – 91
<b>3.3</b>	B+	86 – 88
<b>3.0</b>	B	83 – 85
<b>2.7</b>	B-	80 – 82
<b>2.5</b>	B-/C+	77 – 79
<b>2.3</b>	C+	74 – 76
<b>2.0</b>	C	71 – 73
<b>1.7</b>	C-	69 – 70
<b>1.5</b>	C-/D+	67 – 68
<b>1.3</b>	D+	64 – 66

**COURSE POLICIES:**

**A. Assistance and support**

If candidates have questions or concerns about class activities or assignments, do not hesitate to ask for help and/or clarification. In addition to the instructor, there are other sources of support (writing skills, math skills, counseling, etc.) on campus in the Academic Success Center. Also, food insecurity is a growing issue and it certainly can affect student

learning. The ability to have access to nutritious food is incredibly vital. The Falcon Bazaar, located in the Hammond Bldg, is stocked with food, basic necessities, and can provide meal swipes to support all Fitchburg State students experiencing food insecurity for a day or a semester. The university continues to partner with local non-profit agencies to support student needs with access to food and services.

### **B. Policy on Disability**

Fitchburg State University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to register with Disability Services. Please contact the Director of Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. Accommodations are not provided retroactively. Students are encouraged to register with Disability Services as soon as they begin their program. Fitchburg State University encourages students to access all resources available through Disability Services for consistent support and access to their programs. More information can be found online at [www.fitchburgstate.edu/disability](http://www.fitchburgstate.edu/disability), or by contacting the office, Hammond Hall 303, 978.665.4020.

### **C. Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Undergraduate Academic Policies and Procedures found online in the Fitchburg State University Undergraduate Catalog.

### **D. Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless otherwise instructed) and all other sources will be cited appropriately. The Academic Integrity Policy, as outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*, will be strictly enforced.

### **E. Copyright Policy**

Candidates are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. Refer to the *Academic Integrity Policy* outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*.

### **F. Cell Phones**

All cell phones must be silenced and put away during class time. When required for class activities cell phones should be used respectfully.

### **Education 1006: Foundations of Inclusive Education Topical Outline:**

*This schedule is subject to change in accordance with class needs.*

<b>Week/ Chapter</b>	<b>Topic and reading for the week:</b>	<b>Objectives</b>	<b>Assignment</b>
1: Chapter 1	Becoming a Teacher	<ul style="list-style-type: none"> <li>• Course objectives</li> <li>• Conceptual framework</li> <li>• Moral and Ethical Professional Behavior</li> </ul>	
2: Chapter 2	Today's Students	<ul style="list-style-type: none"> <li>• Diversity, Economics, ELL, Religion and Gender Identification</li> </ul>	Why become a teacher? Philosophy of education assignment due
3: Chapter 3	Exceptional Learners	<ul style="list-style-type: none"> <li>• Special education, academic ability, context, community, and individualized needs</li> </ul>	
4: Chapter 4	The Social Context Of Schools	<ul style="list-style-type: none"> <li>• Understanding the learners and his/her environment</li> <li>• Ethical and moral dilemmas, working with families</li> </ul>	Observation 1 due
5: Chapter 5	Families and Communities	<ul style="list-style-type: none"> <li>• Classroom environment cultural and sociological values</li> </ul>	
6: Chapter 6	History of Schools in the US	<ul style="list-style-type: none"> <li>• Equity in curriculum</li> <li>• Inclusion/exclusion</li> </ul>	Critical issues assignment paper due
7: Chapter 7	Developing a Philosophy of Teaching and Learning	<ul style="list-style-type: none"> <li>• Motivation and affect Challenges, influences and impact on student learning</li> </ul>	In class midterm (you must be present to receive credit)
8: Chapter 8	Organizing and Financing Schools for Learning	<ul style="list-style-type: none"> <li>• Stages of developmental and validity</li> <li>• Nature vs. Nurture</li> </ul>	Observation 2 due
9: Chapter 9	The Law as it Relates to Teaching and Learning	<ul style="list-style-type: none"> <li>• Ethical dilemmas and consequences</li> </ul>	

10: Chapter 10	Standards, Curriculum, and Accountability	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Social development</li> <li>• Temperament and social development</li> </ul>	
11: Chapter 11	Managing the Classroom and Student Behavior	<ul style="list-style-type: none"> <li>• Useful applications</li> <li>• Learning objectives</li> <li>• Skills and knowledge, standards based planning</li> </ul>	Observation 3 due
12: Chapter 12	Teaching Strategies	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Collaboration with families/ Positive behavioral interventions/Lesson Plan Concepts</li> </ul>	
13: Chapter 13	Assessing Student Learning and Using the Results	<ul style="list-style-type: none"> <li>• Building a philosophy, discipline and management, influences</li> </ul>	Small group collaborative implementing of lesson plan (you must be in class to receive credit)
14: Chapter 14	Succeeding in Your Teacher Education Program	<ul style="list-style-type: none"> <li>• Teachers as ethical and caring leaders</li> </ul>	
15:	Wrap Up and Review		Reflection on philosophy of teaching paper due

## **READINGS AND RESOURCES:**

### **Supplemental References**

***Various articles from major newspapers, magazines, and websites highlighting continuing issues.***

- Abbeduto, L. & Symons, F. (Eds.). (2008). *Taking sides: Clashing views in educational psychology*. (5<sup>th</sup> ed.). Boston: McGraw-Hill Higher Education.
- Berk, L.E. (2003). *Child development*. (6<sup>th</sup> ed.). Boston: A and B, Pearson.
- Cole, M. (2005). *The development of children*. (5<sup>th</sup> ed.). New York: Worth Publishers.
- Eggen, P., & Kauchak, D. (2007). *Educational psychology: Windows on classrooms*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Lerner, R.M. (2002). *Concepts and theories of human development*. (3<sup>rd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- McNergney, R. and McNergney, J. (2010). Education: The practice and profession of teaching. Upper Saddle River, NJ: Pearson Education, Inc.
- Ormrod, J.E. (2009). *Essentials of educational psychology*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Shapira, O. (n.d.). *Teachers' critical incidents: Ethical dilemmas in teaching practice*. Retrieved April 02, 2021, from [https://education.biu.ac.il/sites/education/files/shared/TAT\\_16\\_DEC\\_2010.pdf](https://education.biu.ac.il/sites/education/files/shared/TAT_16_DEC_2010.pdf).

### **EARLY CHILDHOOD EDUCATION**

- Trout, N., & Thomas L., (2005). *The Johnson Letters*. Infant Parent Institute.
- Feeney, S., Christensen, D., Moravcik, E., (2006). *Who Am I in the Lives of Children?* Upper Saddle River, New Jersey: Pearson Education, Inc.
- Morrison, G., (2009). *Early Childhood Education Today*. Upper Saddle River, New Jersey: Pearson Education, Inc.

### **ELEMENTARY AND MIDDLE SCHOOL EDUCATION**

- Stevenson, C., & Clair, J., (1992). Dancing Through Walls: Integrated Studies in the Middle Grades. New York: Teachers College Press.
- Wood, R., (1999). Time to Teach, Time to Learn. (Greenfield, MA: Northeast Foundation for Children.
- Wormeli, R., (2000). Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher Portland, ME: Stenhouse.

### **PHILOSOPHIES AND MODELS**

- Brazelton, T.,B., (1992). Touchpoints: Your Child's Emotional and Behavioral Development Reading, MA: Addison Wesley Publishing Co..

- Charney, R., (2002). Teaching Children to Care. Greenfield, MA: Northeast Foundation for Children.
- Dalai Lama, (2000). Transforming the Mind. Teachings on Generating Compassion. London: Thornsons.
- Dewey, J., (1916). Democracy and Education New York: Macmillan.
- Dewey, J., (1902). The Child and the Curriculum Chicago: University of Chicago Press.
- Erikson, E., (1963). Childhood and Society. New York: W.W. Norton Co., Inc.
- Faber, A & Mazlish, E., (1982). How to Talk so Kids Will Listen and Listen so Kids Will Talk. New York: Avon.
- Freire, P., (1970). Pedagogy of the Oppressed New York: Continuum.
- Gilligan, C., (1982). In a Different Voice Cambridge: Harvard University Press.
- Goodlad, J., (1984). A Place Called School. New York: McGraw Hill.
- Graves, D., (1983). Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.
- Greeley, K., (2000). Why Fly That Way? : Linking Community and Academic Achievement. New York: Teachers College Press.
- Hill, R., and P. Knorr' (2002) *The Year of Miss Agnes*. NY. Simon and Schuster
- Montessori, M., (1988). The Montessori Method. New York: Random House.
- Levin, H., (1993). The Accelerated Schools Resource Guide. New York: Jossey Bass, Inc.
- Sizer, T., (1990). Horace's Compromise. Boston: Houghton Mifflin.



Teacher Education Department  
Spring 2020

**EDUC 1005 - Developing Culturally Proficient Educators for a Democratic Society**  
(3 credits)

Instructor:  
Office:  
Office Hours:  
Contact Information:

**I. Course Description**

The course provides candidates opportunities to develop an understanding and appreciation of multicultural perspectives and opportunities to develop skills to effectively work cross-culturally with peers, co-workers, students and parents. The course develops students' skills in critical thinking, active reading, effective communication, and the identification and refinement of cultural proficiency. Candidates become engaged thinkers, learners, and contributing members of the classroom while developing the pedagogical skills to effectively describe, respond to, and plan for issues that may arise in diverse classroom environments.

Required of candidates in Early Childhood PreK-2, Elementary 1-6, Moderate Disabilities PreK-8, Severe Disabilities PreK-8 programs and Educational Studies.

**II. Course Theme and Content**

Public schools today have become increasingly diverse thus teachers interact with students and families from an ever-widening range of ethnic and sociocultural backgrounds. To prepare highly qualified candidates, it is necessary to provide the best learning experiences for everyone in our classrooms who chose to develop cultural proficiency.

This course we will seek to answer many questions, i.e., *What is culture? Why is culture important? Are some cultures more important than others? How has the culture of public education in the United States changed over time? and What is the role of teachers in a pluralist, democratic society?* Since culture is a topic we often think about in personal terms, we will use our own identities as a starting point. From there we will expand our knowledge of culture by studying how to effectively communicate with people of other cultures, and as teachers how to create culturally responsive classrooms that increase student's success and opportunities to improve our democratic society. We will conclude by examining current cultural issues and debates that impact our schools, families and communities.

Our readings draw from both the humanities and social sciences. Through our exploration of culture in education, you will acquire knowledge and practice a variety of skills to develop a critical cultural lens, ways of thinking and responding that promote culturally inclusive

classrooms and/or environments where the cognitive and socio-emotional needs of all students/people are addressed.

### **III. Course Overview and Essential Questions**

1. Culture: What is culture and why is it important? How does culture inform education?
2. Public education in a pluralist, democratic society: What is the role of public school in the United States today? What is the role of teachers in a pluralist, democratic society? How can teachers meet student's diverse learning needs and continually adjust to America's changing demographics?
3. Painting the picture: What are culturally responsive classrooms? How can teachers create culturally responsive classrooms?
4. Equity and equal access to quality public schools: Why are schools failing to educate all students?
5. School climate and culture: What are the written and unwritten rules of school? Who makes the rules?
6. Building positive relationships: How can we find common ground?
7. Partnering with families to examine and identify the broader community's concerns: Can teachers address student's needs while working to find solutions that are anchored within the community?
8. Taking personal stock/Assess your level of cultural proficiency: Can you navigate the cultural terrain with confidence?
9. Remaining humble and committed to learning; Why humility matters and how can you continue to develop cultural competencies?

### **IV. Resources**

#### **A. Guides:**

Massachusetts Department of Elementary and Secondary Education: Educator Effectiveness Guidebook for Inclusive Practice. No Author. Retrieved Jan. 12, 2019 from <http://www.doe.mass.edu/eeval/guidebook/>

Massachusetts Department of Elementary and Secondary Education: Guidelines on Implementing Social and Emotional Learning (SEL) Curricula. No Author. Retrieved Jan. 12, 2019 from <http://www.doe.mass.edu/bullying/SELguide.pdf>

Massachusetts Department of Elementary and Secondary Education: Positive Behavioral Interventions and Supports. No Author. Retrieved Jan. 12, 2019 from <http://www.doe.mass.edu/eeval/guidebook/pbis.pdf>

Massachusetts Department of Elementary and Secondary Education: Social Emotional Learning.

No Author. Retrieved Jan. 12, 2019 from

<http://www.doe.mass.edu/eval/guidebook/sel.pdf>

National Educational Association. (n.d.). C.A.R.E.: Strategies for Closing the Achievement Gaps [Brochure]. Author. Retrieved June 16, 2018, from

<http://www.nea.org/assets/docs/CAREguide2011.pdf>

National Educational Association. (n.d.). Diversity Toolkit: Cultural Competence for Educators.

No Author. Retrieved June, 16 2018 from, <http://www.nea.org/tools/30402.htm>

### **B. Websites:**

CASEL: Collaborative for Academic, Social and Emotional Learning. No Author. Retrieved Jan. 12, 2019, from <https://casel.org>

CAST: About Universal Design for Learning. No Author. Retrieved Jan. 12, 2019 from

<http://www.cast.org/our-work/about-udl.html#.XCPuTy2ZM0o>

TEACHING TOLERANCE: Diversity, Equity and Justice. Southern Poverty Law Center.

Retrieved Jan 12, 2019, from <https://www.tolerance.org>

### **C. Articles:**

Aronson, B. & Laughter, J. (2016). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research across Content Areas, *Review of Educational Research*, Vol. 86, No. 1 pp. 163-206, Sage Publications, Inc.

Elias, M. J. (2005), The Connection Between Academic and Social-Emotional Learning,

<https://files.eric.ed.gov/fulltext/EJ704973.pdf>

Elias M. J. (2004) Social-Emotional Side of Learning Disabilities, *Learning Disability Quarterly*, Vol. 27, No. 1 pp. 53-63, Sage Publications, Inc.

Phillips, K.W. (2014). How diversity makes us smarter. *Scientific American*,

<https://www.scientificamerican.com/author/katherine-w-phillips/>.

### **D. Films:**

S. Lowman (2017). Teach Us All. United States: <https://www.videoproject.com/Teach-Us-All.html>.

### **V. Professional Teacher Standards & Indicators:**

**A. The course is designed to meet the following MA state standards and indicators: Massachusetts’ Department of Elementary and Secondary Education (DESE)**

**7.08: Professional Standards for Teachers**

1. Professional Standards for Teachers:

(b) Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(d) Professional Culture: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

2. Indicators:

(a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Uses effective strategies and techniques for making content accessible to English language learners.

(d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

**B. Subject Matter Knowledge (Crosscutting SMK’s) integrated into the course:**

This course covers pertinent subject matter that is valuable for an educational professional to know, understand and build upon. Also, the following is one specific, state mandated subject matter knowledge requirement that applies to multiple initial teacher subject and grade span license areas. For all PreK-12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to support English learners through English learner education instruction.

**VI. Learning Outcomes**

Learning outcomes are what you should be able to do as a result of the instructional and learning experience in a course. The table below outlines the anticipated learning outcomes in this course and associated assessments.

<i>Learning Outcomes</i>	<i>Assessments</i>
1. Candidates will examine culture, its impact on public education in the United States, and the role of teachers in a pluralist, democratic society.	U.S. Demographics Analysis Class Activity – Mapping & Analyzing Race & Ethnicity
2. Candidates will identify, analyze and evaluate their own culture and others cultural traits, qualities, characteristics, beliefs and values (Cultural Identity, Cultural Diversity).	Cultural Lens Identification Values Assessment

<p>3. Candidates will explore cultural competency as a dynamic process that begins with conscious and unconscious thoughts and beliefs then manifests outward through intentions and actions. The process of culturally competence must be closely examined and continually developed (Reacting to Difference).</p>	<p>Cultural Competence Continuum  Implicit Bias Inventory</p>
<p>4. Candidates will understand and communicate how schools and teachers can effectively create classrooms build upon students’ cultural identities to teach knowledge and skills while modeling democratic values, attitudes, working to promote social justice, equal access and equity in learning opportunities (Cultural Diversity and Equity)</p>	<p>Book Review Film Critique</p>
<p>5. Candidates will locate, read and evaluate information from a variety of resources to identify and examine best cultural practices. Sources will include, but will not be limited to library resources, classroom teachers, employees of nonprofits organizations that support education etc.</p>	<p>Culturally Proficient Practices Review</p>
<p>6. Candidates will understand and communicate how schools and teachers can effectively create classrooms build upon students’ cultural identities to teach knowledge and skills while modeling democratic values, attitudes, working to promote social justice, equal access and equity in learning opportunities (Cultural Diversity and Equity)</p>	<p>Create Culturally Response Classroom Action Plan</p>
<p>7. Candidates will personally engage and professionally communicate with peers and/or members of the campus to share their culturally response classroom action plans highlighting their culturally proficient practices.</p>	<p>Final Presentation/Culturally Responsive Classrooms</p>
<p>8. Candidates will assess their level of cultural proficiency.</p>	<p>Self-reflection</p>

**VII. Instructional Strategies**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lecture                       | <input type="checkbox"/> Laboratory                       |
| <input checked="" type="checkbox"/> Discussion/Questioning        | <input checked="" type="checkbox"/> Field Experience      |
| <input checked="" type="checkbox"/> Viewing/Listening/Answering   | <input type="checkbox"/> Role Playing/Simulation          |
| <input checked="" type="checkbox"/> Problem Finding/Solving       | <input checked="" type="checkbox"/> Independent Learning  |
| <input checked="" type="checkbox"/> Discovery                     | <input checked="" type="checkbox"/> Field Trips           |
| <input checked="" type="checkbox"/> Interviewing                  | <input checked="" type="checkbox"/> Computer Applications |
| <input checked="" type="checkbox"/> Collaborative Learning Groups | <input checked="" type="checkbox"/> Data Collection       |

### **VIII. Technology**

This course is managed with Blackboard and university email. Candidates must have and use Fitchburg State Blackboard and email accounts in order to access course information.

### **IX. Assignments**

Assignments must be APA formatted and submitted on the due date electronically to Blackboard. NO late work will be accepted unless arrangements have been made with the instructor PRIOR TO THE DUE DATE and an extension granted. If due date is extended late assignments will incur a reduction in assignment points.

All candidates are expected to demonstrate a level of writing proficiency that is appropriate for professionals in the field of education. Assignments that are submitted with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the candidate. Please communicate with me early in the semester if you are concerned about written assignments, so we can discuss an action plan to insure you receive appropriate support.

### **X. Attendance and Participation**

Candidates are expected to attend all classes. As an emerging professional, you are expected to communicate with the instructor regarding an absence. Absences and tardiness will be recorded daily and result in permanent grade changes.

Candidates are allowed one absence. More than two absences will require you to schedule an office meeting with me before you will be readmitted to the class. The fact that a meeting was required due to absences will be recorded in your personal records.

Candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

Completion of assigned reading is imperative to develop subject content knowledge. Participation in class discussions and cooperative group activities is expected and deepens your understanding of subject content and develops critical thinking skills.

### **XI. Class Assignments**

Please Note: The following assignments presented below are broadly defined and subject to change. Descriptions, specific requirements and due dates for assignments will be determined and shared weekly on Blackboard.

Class Topic	Reading and/or Activities	Assignments
Week #1 Changing Cultural Worldview	Course Introduction <ul style="list-style-type: none"> <li>• Expectations (Blackboard Discussion)</li> <li>• Introduction to <i>Habits of Mind</i> framework developed by Costa, L.C. &amp; Kallick, B. (2000)</li> </ul> Course Required Guide <ul style="list-style-type: none"> <li>• C.A.R.E. Guide: Chapter 1 – Opportunities and Challenges in Public Education  <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></li> </ul>	U.S. Census Demographics Analysis – The Ethnic & Racial Make-up of America  Journal Entry: What is culture? Why is culture important?
Week #2 Dimensions of Diversity	Cultural Diversity - Personal experiences in school  C.A.R.E. Guide: Chapter 2 -Culture, Language and Economic Difference <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a>  Activity 7 (Guide Chapter 2 pgs. 2.1-2.19) Features of Culture  Activities 8 & 9 – (Guide Chapter 2 pgs. 2.21-2.24) What’s in my name? Also, I am from...or I am poems... Watch Video: I am poems on School Tube <a href="https://www.schooltube.com/home">https://www.schooltube.com/home</a> <a href="https://www.schooltube.com/media/I+Am+Poems/1_4d9dp9rf">https://www.schooltube.com/media/I+Am+Poems/1_4d9dp9rf</a>  TEACHING TOLERANCE: Diversity, Equity and Justice. Southern Poverty Law Center. Retrieved Jan 12, 2019, from <a href="https://www.tolerance.org">https://www.tolerance.org</a>	Who am I? Identity Wheel Culture Sculpture Cultural Lens Identification “Where I’m From” Poetry
Week #3	Phillips, K.W. (2014). How diversity makes us smarter. <i>Scientific American</i> , <a href="https://www.scientificamerican.com/author/katherine-w-phillips/">https://www.scientificamerican.com/author/katherine-w-phillips/</a> .	Journal Entry: How culturally aware are you? How do people become

<p>Social Cultural Theory and Success</p>	<p>Being around people who are different from us makes us more creative, more diligent and harder-working</p> <p>C.A.R.E. Guide: Chapter 3 - Unrecognized and Undeveloped Abilities  <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></p>	<p>culturally aware? How culturally aware do you need to become?</p>
<p>Week #4 Personal and Social Barriers to Success</p>	<p>Tatum, B. (2017, May 19). <i>TEDxStanford</i>: [Is My Skin Brown Because I Drank Chocolate Milk?]. Stanford University, Stanford, CA.  <a href="https://www.youtube.com/watch?v=l_TFaS3KW6s">https://www.youtube.com/watch?v=l_TFaS3KW6s</a></p> <p>Samuels, A. (2016). Why America’s Public Schools are so Unequal: Good School, Rich School; Bad School, Poor School. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/">https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/</a></p> <p>CASEL: Collaborative for Academic, Social and Emotional Learning. No Author. Retrieved Jan. 12, 2019, from <a href="https://casel.org">https://casel.org</a></p>	<p>Values Assessment</p>
<p>Week #5 Developing Cultural Consciousness</p>	<p>Examine Stages of Cultural Competence: Purnell Model for Cultural Competence</p> <p>C.A.R.E. Guide: Chapter 4 – Resilience  <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></p>	<p>Cultural Competence Continuum</p>
<p>Week #6 Developing Cultural Competency Skills</p>	<p>C.A.R.E. Guide: Chapter 5 – Effort and Motivation  <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></p> <p>Massachusetts Department of Elementary and Secondary Education. (2015-2019). Teachers Plan for Equitable Access to Excellent Educators, Massachusetts Playbooks: Equitable Access to</p>	<p>Diversity Toolkit: What is Cultural Competence and how does it manifest in teaching?  <a href="http://www.nea.org/tools/30402.htm#S">http://www.nea.org/tools/30402.htm#S</a></p>

	<p>Excellent Educators. No Author. Retrieved Jan. 12, 2019, from <a href="http://www.doe.mass.edu/educators/equitableaccess/playbooks.html">http://www.doe.mass.edu/educators/equitableaccess/playbooks.html</a></p>	
<p>Week #7 Pedagogical Potential of Cultural Responsiveness</p>	<p>Gorski, P. (1999) Brief History of Multicultural Education. Retrieved from <a href="http://www.edchange.org/multicultural/papers/edchange_history.html">http://www.edchange.org/multicultural/papers/edchange_history.html</a></p> <p>C.A.R.E. Guide: Chapter 6 – Community Support for C.A.R.E. Strategies <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></p> <p>Massachusetts Department of Elementary and Secondary Education: Educator Effectiveness Guidebook for Inclusive Practice. No Author. Retrieved Jan. 12, 2019 from <a href="http://www.doe.mass.edu/eval/guidebook/">http://www.doe.mass.edu/eval/guidebook/</a></p> <p>CAST: About Universal Design for Learning. No Author. Retrieved Jan. 12, 2019 from <a href="http://www.cast.org/our-work/about-udl.html#.XCPuTy2ZM0o">http://www.cast.org/our-work/about-udl.html#.XCPuTy2ZM0o</a></p>	<p>Book Review</p>
<p>Week #8 a. The Power of Culturally Responsive Caring b. Culture and Communication in the Classroom</p>	<p>Elias, M. J. (2005), The Connection Between Academic and Social-Emotional Learning, <a href="https://files.eric.ed.gov/fulltext/EJ704973.pdf">https://files.eric.ed.gov/fulltext/EJ704973.pdf</a></p> <p>S. Lowman (2017). Teach Us All. United States: <a href="https://www.videoproject.com/Teach-Us-All.html">https://www.videoproject.com/Teach-Us-All.html</a>.</p> <p>Massachusetts Department of Elementary and Secondary Education: Positive Behavioral Interventions and Supports. No Author. Retrieved Jan. 12, 2019 from <a href="http://www.doe.mass.edu/eval/guidebook/pbis.pdf">http://www.doe.mass.edu/eval/guidebook/pbis.pdf</a></p> <p>Massachusetts Department of Elementary and Secondary Education: Social Emotional Learning. No Author. Retrieved Jan. 12, 2019 from</p>	<p>Implicit Bias Inventory</p>

	<p><a href="http://www.doe.mass.edu/eeval/guidebook/sel.pdf">http://www.doe.mass.edu/eeval/guidebook/sel.pdf</a></p> <p>CASEL: Collaborative for Academic, Social and Emotional Learning. No Author. Retrieved Jan. 12, 2019, from <a href="https://casel.org">https://casel.org</a></p>	
<p>Week #9 a. Ethnic and Cultural Diversity in Curriculum Content b. Language, Ethnic and Gender Discourse</p>	<p>Aronson, B. &amp; Laughter, J. (2016). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research across Content Areas, <i>Review of Educational Research</i>, Vol. 86, No. 1 pp. 163-206, Sage Publications, Inc.</p>	<p>Culturally Proficient Practices Review</p> <p>What Do You Know?: Six to twelve-year-olds talk about gays and lesbians <a href="https://www.tolerance.org/classroom-resources/texts/what-do-you-know-six-to-twelveyearolds-talk-about-gays-and-lesbians">https://www.tolerance.org/classroom-resources/texts/what-do-you-know-six-to-twelveyearolds-talk-about-gays-and-lesbians</a></p>
<p>Week #10 Implicit Bias, Standards Testing and Diversity</p>	<p>C.A.R.E. Guide: Chapter 7 – Developing a Systems Perspective for School Organization <a href="http://www.nea.org/assets/docs/CAREguide2011.pdf">http://www.nea.org/assets/docs/CAREguide2011.pdf</a></p>	<p>Implicit Bias Inventory</p>
<p>Week #11 Cultural Congruity in Teaching and Learning</p>	<p>Diversity Toolkit: Cultural Competence for Educators <a href="http://www.nea.org/tools/30402.htm">http://www.nea.org/tools/30402.htm</a></p>	<p>Create Culturally Response Inclusive Curriculum Plan</p>

Week #12 Funds of Knowledge and Cultural Self-Study	Elias M. J. (2004) Social-Emotional Side of Learning Disabilities, Learning Disability Quarterly, Vol. 27, No. 1 pp. 53-63, Sage Publications, Inc.  Guidelines on Implementing Social and Emotional Learning (SEL) Curricula <a href="http://www.doe.mass.edu/bullying/SELguide.pdf">http://www.doe.mass.edu/bullying/SELguide.pdf</a>	Create Culturally Response Classroom Climate Plan
Week #13 Teamwork: Developing Teamwork skills and Leadership skills amongst High Perform- ance Teams	Culturally Responsive Classroom Project  TEACHING TOLERANCE: Diversity, Equity and Justice. Southern Poverty Law Center. Retrieved Jan 12, 2019, from <a href="https://www.tolerance.org">https://www.tolerance.org</a>	Final Presentations
Week #14 Final Presentatio ns	Culturally Responsive Classroom Project	Self-reflection

**XII. GRADE DETERMINATION:**

Overall course grades will be the average of your learning assessments plus your class participation grade weighted as follows:

	<u>Percent of Grade</u>
Cultural Knowledge Assessments	10%
Cultural Identification: Personal/Lens/Values Assessment	10%
Cultural Competence Continuum: Implicit Bias Inventory	10%
Book Review	10%
Film Critique	10%
Culturally Response Classroom Action Plan	10%
Final Presentation/ Best Cultural Classroom Practices	20%
Self-reflection on Cultural Proficiency	10%

Attendance/Participation	10%
	100%

A	4.0	95% - 100%	C+	2.3	74% - 76%
A-	3.7	92% - 94%	C	2.0	71% - 73%
B+/A-	3.5	89% - 91%	C-	1.7	69% - 70%
B+	3.3	86% - 88%	D+/C-	1.5	67% - 68%
B	3.0	83% - 85%	D+	1.3	64% - 66%
B-	2.7	80% - 82%	D	1.0	60% - 63%
C+/B-	2.5	77% - 79%	F	0.0	0% - 59%

### **XIII. COURSE POLICIES:**

#### **A. Assistance and support**

If candidates have questions or concerns about class activities or assignments, do not hesitate to ask for help and/or clarification. In addition to the instructor, there are other sources of support (writing skills, math skills, counseling, etc.) on campus in the Academic Success Center. Also, food insecurity is a growing issue and it certainly can affect student learning. The ability to have access to nutritious food is incredibly vital. The Falcon Bazaar, located in the Hammond Bldg, is stocked with food, basic necessities, and can provide meal swipes to support all Fitchburg State students experiencing food insecurity for a day or a semester. The university continues to partner with local non-profit agencies to support student needs with access to food and services.

#### **B. Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is in the Hammond Building. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment with the staff of Disability Services as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course in order to provide you with appropriate accommodations.

#### **C. Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Undergraduate Academic Policies and Procedures found online in the Fitchburg State University Undergraduate Catalog.

#### **D. Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless

otherwise instructed) and all other sources will be cited appropriately. The Academic Integrity Policy, as outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*, will be strictly enforced.

### **E. Copyright Policy**

Candidates are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. Refer to the *Academic Integrity Policy* outlined in the Fitchburg State University Undergraduate Catalog under *Undergraduate Academic Policies and Procedures*.

### **F. Cell Phones**

All cell phones must be silenced and put away during class time. When required for class activities cell phones should be used respectfully.

**All of the aforementioned behaviors regarding attendance, coursework preparation, meeting deadlines and class participation are critical for professional success and thus are factored into the final grade.**

## **XIV. Additional Resources:**

- Aronson, B. & Laughter, J. (2016). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research across Content Areas, *Review of Educational Research*, Vol. 86, No. 1 pp. 163-206, Sage Publications, Inc.
- Banks, J. A. (2006). *Race, culture and education: The selected works of James A. Banks*. New York, NY: Routledge.
- Bucher, R. D. (2000). *Diversity consciousness: Opening our minds to people, cultures, and opportunities*. Upper Saddle River, NJ: Prentice-Hall.
- Darling-Hammond, L. (2012). The right start: Creating a strong foundation for the teaching career. *Phi Delta Kappan*, 94(3), 8-13.
- Elias M. J. (2004) Social-Emotional Side of Learning Disabilities, *Learning Disability Quarterly*, Vol. 27, No. 1 pp. 53-63, Sage Publications, Inc.
- Eller, J. D. (2015). *Culture and diversity in the united states: So many ways to be american*. New York, NY: Routledge.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice*. New York, NY: Teachers College Press.

- Hardman, M. L., Drew, C. J., & Egan, M. W. (2017). *Human exceptionality: School, community, and family*. Boston, MA: Cengage Learning.
- Harro, B. (2013). The cycle of Socialization. In M. Adams et al. (Eds.), *Readings for diversity and social justice* (3<sup>rd</sup> ed., pp. 45-52). New York, NY: Routledge.
- Leavitt, L., Wisdom, S., & Leavitt, K. (2017). *Cultural awareness and competency development in higher education*. Hershey, PA: IGI Global.
- Nieto, S. (2015). *Brooklyn dreams: My life in public education*. Cambridge, MA: Harvard Education Press.
- Phillips, K.W. (2014). How diversity makes us smarter. *Scientific American*, <https://www.scientificamerican.com/author/katherine-w-phillips/>.
- Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Allyn & Bacon.
- Spring, J. (2017). *American education: Sociocultural, political and historical studies in education*. New York, NY: Routledge.
- Tatum, B. D. (2017). *"Why are all the Black kids sitting together in the cafeteria?": And other conversations about race*. New York, NY: Basic Books.
- Walker, T. (n.d.). Closing the Culture Gap. Retrieved June 16, 2018, from <http://www.nea.org/home/43098.htm>

