



2014-2015 LONG SIGNATURE SHEET

Proposal Number: ~~12-21-15~~ **REEL 12-21-15**

Proposal Title: Establishment of a new concentration in the M.Ed. in Elementary Education program

Originating Department: Reading and Elementary Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
12/21/15		3/07/16	Approved	<u>DEPARTMENT CHAIR</u> Dr. Mike Putman
3/7/16		3/15/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Dr. Kelly Anderson
3/21/16	—	—	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> N/A [print name here:]
3/21/16	3/21/16	3/21/16	Approved	<u>COLLEGE DEAN</u> Ellen McIntyre Dawson R. Hancock
			Approved	<u>GENERAL EDUCATION</u>
			Approved	<u>HONORS COLLEGE</u> N/A
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>

3/22/16	4/5/14		Approved	<p>GRADUATE COUNCIL CHAIR (for graduate content)</p> <p><i>Rob Ray M. McGregor</i> <i>Rob Ray M. McGregor</i></p>
				<p>FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)</p>
				<p>FACULTY EXECUTIVE COMMITTEE (if decision is appealed)</p>



**LONG FORM
COURSE AND CURRICULUM PROPOSAL**

*To: College of Education Graduate Curriculum Committee and Graduate Council

From: Dr. Tehia S. Glass & and Dr. Erin Miller

Date: 12/21/15

Re:

Establishment of a new concentration in the M.Ed. in Elementary Education program

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

New Concentration Proposal

Course and Curriculum Proposal from Reading and Elementary Education – The College of Education

- B. **PROPOSAL NUMBER.** REEL 12-21-15
- C. **TITLE.** Establishment of Anti-Racism in Urban Education (ARUE) as new concentration in the Elementary Education M.Ed. program.

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** The Department of Reading and Elementary Education (REEL) proposes a new online M.Ed. concentration. This concentration establishes a coherent curriculum that draws from the need for four (4) new content courses addressing race and racism in schools: ELED 6250, History and Psychology of Racism; ELED 6251, Racial Identity Development; ELED 6252, Race in Education and Schooling; ELED 6253, Anti-Racist Activism in Education. These courses will allow students to gain expertise needed to become effective teachers in diverse classrooms. The new concentration in the 100% online M.Ed. program in Elementary Education will be offered to potential students.

B. JUSTIFICATION.

The proposed new concentration in *Anti-Racism in Urban Education (ARUE)* for our online M.Ed. Program Elementary Education closely aligns with the UNC Charlotte’s identity that is reflected on UNC Charlotte’s home website with these words: “UNC Charlotte is North Carolina’s urban research university ... UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.” The new concentration - ARUE courses will focus explicitly on race, racism and anti-racism in education. Through the four course sequence, instructors will educate practicing teachers in racially equitable teaching practices, as well as contextualize the role of race and racism in American schooling, both historically and contemporaneously. In a direct response to a call by one of the most prominent social scientists in urban education, Rich Milner (2015), we are developing a *sequence of courses* focused on race, racism and anti-racism rather than one isolated course because it is only through

“combination of courses ... not necessarily in one course” (p.146) that race and racism are best centralized. The four courses will address different foci and content, yet all will be developed with the aim that students who take this concentration will uncover the underlying social, economic, and political conditions that disproportionately and inequitably channel advantages and opportunities to particular racialized groups while denying them to others.

We are trying to recruit more teachers to get a M.Ed. based on the need for teachers to develop their competence when working with culturally diverse learners. It is widely documented that teacher retention in urban schools is at a dismally low rate, with teachers citing in nationwide studies that one of the reasons they leave so soon is a lack of training¹ and preparation to work with diverse students (US Department of Education, 2013). Educational reformers such as Michaela Pommells² argues that until we address racism in schools, true educational reform is unlikely to happen. By tapping into the national crisis around teacher retention in urban schools and the clear-cut need for better training around issues of race and racism, we are addressing a critical need.

1. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student’s ability to register.

The only requirement for students who wish to take these courses is entry into the Elementary Education M.Ed. program, or early entry post-Baccalaureate program. Curriculum course outlines for all four new concentration courses accompany this proposal, See Appendix B.

2. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

Course numbers were assigned in consultation with the UNC Charlotte academic policy course numbering and status framework, and the Reading and Elementary Education Department chair to reflect the graduate courses and their location in the proposed M.Ed. concentration.

3. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

This concentration will explicitly prepare graduate students for the unique opportunities and challenges in urban educational environments. Colleges and universities across the nation who have begun to offer courses in race, racism, and anti-racism are finding that they are becoming the most popular on campus, with long wait lists. NYU, Dartmouth, Emory, University of

¹ U.S. Department of Education, For Each and Every Child—A Strategy for Education Equity and Excellence, Washington, D.C., 2013.

² http://www.huffingtonpost.com/michaela-pommells/education-reform-and-racism_b_1940056.html

Michigan and University of Florida are among those have begun offering courses with titles such as “Black Lives Matter: Race, Resistance and Popular Protest” and they are finding that students across the university are hungry for courses that take up issues of race and racism. Yet, in a search of all 17 UNC Charlotte Peer Institutions, none of the seventeen offer a *sequence of courses* focused on race, racism and anti-racism in education. Furthermore, none of the universities in the UNC System offer a sequence of courses focused on race, racism, and anti racism either. As such, this concentration will position UNC Charlotte as the preeminent national leader in offering an online concentration in this area. As a result, this concentration will improve the scope, quality and/or efficiency of delivering a high quality program in M.Ed. in Elementary education related to race, racism and anti-racism in education. The courses included in this proposal will provide a comprehensive set of courses to make this concentration one of the most innovative in the nation.

4. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

N/A

C. IMPACT.

Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The Anti-Racism in Urban Education Concentration will cater to graduate students interested in an advanced educational degree that provides an understanding of teaching in urban educational environments with a focus on race, racism, and anti-racism. Students entering the program will have been admitted through the graduate school to be enrolled in the MEd program in Elementary Education.

2. What effect will this proposal have on existing courses and curricula?

The potential to impact may cause shrinkage in other concentrations, however this new concentration could potentially increase numbers based on students wanting this information in general to the MEd in Elementary Education program.

- a. When and how often will added course(s) be taught?

It is anticipated that the first two courses in the concentration (ELED 6250 and ELED 6251) will be offered during the 2016-2017 academic year (ELED 6250 in the Summer and ELED 6251 in the Summer). Then, those two courses will both be offered in the fall of 2017 with the later two courses in the sequence taught in the Spring of 2018. See the table below for a table describing the vision for course offerings:

Initial Year of Implementation: Vision for the ARUE Concentration

Summer 2017
ELED 6250
ELED 6251

Second Year and Beyond of Implementation

Fall 2017	Spring 2018	Summer 2018
ELED 6250	ELED 6251	ELED 6250
ELED 6252	ELED 6253	ELED 6251

b. How will the content and/or frequency of offering of other courses be affected?

Each of the proposed courses will be offered at least once a year, including summer offerings; they may impact other courses.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

The anticipated enrollment in course(s) added due to the proposed M.Ed. concentration will be 10-30 students in each course.

d. How will enrollment in other courses be affected? How did you determine this?

Enrollments in other concentration courses may be affected since this a concentration in an existing degree program. Consistent with the current protocol, students select the concentration that most interests them; there are no other concentrations offering similar content within the M.Ed. course catalog. The other concentrations currently available to students are as follows:

- Academically or Intellectually Gifted
- Education in Instructional Systems Technology
- Elementary Mathematics
- Literacy
- Special Education
- Science, Technology, Engineering, and Mathematics (STEM)
- Teaching English as Second Language

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

A new concentration will be added to the M.Ed. in Elementary Education..

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

The current faculty members in the Department of Reading and Elementary Education have the expertise needed to teach the courses in the proposed program. Examples are Drs. Erin Miller, Tehia Glass, and Stephen Hancock

- B. **PHYSICAL FACILITY.** Is adequate space available for this course?

Since the concentration is online, current facilities are adequate.

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No special equipment or supplies are needed for this online concentration.

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No special computer usage will be needed outside of Moodle or whatever new online platform is used at UNC Charlotte. Courses can be offered synchronously or asynchronously.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No special requests needed for audio-visual facilities beyond the standard technological offerings at UNC Charlotte.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No special requests needed for other new/added resources required.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No special requests need for new/additional resources required.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

UNC Charlotte Education librarian, Judy Walker, completed the library holdings consultation forms for the new courses and program additions. These forms were completed on January 08, 2016 and are included in Appendix A under Consultations.

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

The proposed concentration in the M.Ed. program in Elementary Education was discussed and supported by the Reading and Elementary Education department chair on December 21st 2015. It was presented to the REEL faculty via powerpoint presentation on January 15th 2016. During the meeting the proposal was discussed and feedback from the faculty was shared; a call for an electronic vote was sent to the faculty and majority vote was acquired (20-1) on February 6, 2016.

- C. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

N/A

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

This proposal is supported by College of Education Dean's Level (Dean and Associate Dean of Graduate Programs) and at the Department Head Level (Reading and Elementary Education). Based on this support, we were encouraged to send this proposal through the proper channels for approval.

- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

The REEL faculty has reviewed this proposal along with the College of Education Graduate Curriculum Committee.

ATTACHMENTS.

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.
2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

See Appendix B for syllabi.

3. **PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added).

See Appendix C for Catalog Copy

a. For a new course or revisions to an existing course, check all the statements that apply:

___ This course will be cross listed with another course.

___ There are prerequisites for this course.

___ There are corequisites for this course.

___ This course is repeatable for credit.

___ This course will increase/decrease the number of credits hours currently offered by its program.

___ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy. N/A

4. **ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY):** Does the proposed change impact an [existing Academic Plan of Study](#)?
 - Yes. If yes, please provide updated Academic Plan of Study in template format.
 - No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

X No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

X Yes. Briefly explain below.

No. Briefly explain below.

Electronic Books have been investigated. Additionally, many of the readings and videos can be retrieved from the library.



January 7, 2016

Subject: New concentration for the ELED M.Ed. program

The M.Ed in Urban Education program was consulted regarding the development of a new concentration for the ELED M.Ed. labeled Anti-Racism in Urban Education. I fully support this concentration and see tremendous potential for our students to take the following courses proposed in this new concentration as electives in addition to their required core courses our program:

ELED 6250: History and Psychology of Racism
ELED 6251: Racial Identity Development
ELED 6252: Race in Schooling and Education
ELED 6253: Anti-Racism in Education

I believe these courses support the mission of our college and the Urban Collaborative and directly support teachers who teach in urban schools.

Regards,

A handwritten signature in cursive script that reads "Chance W. Lewis".

Chance W. Lewis, Ph.D.
Carol Grotnes Belk Distinguished Professor of Urban Education
Director, *The Urban Education Collaborative*
College of Education
University of North Carolina at Charlotte





UNC CHARLOTTE

College of Education

Department of Reading and Elementary Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8889 f/ 704.687.1631 education.uncc.edu/reel

January 4, 2016

Subject: New concentration for the ELED M.Ed. program

The Elementary Education (ELED) M.Ed. program in the Department of Reading and Elementary Education was consulted regarding the development of a new concentration for the ELED M.Ed labeled Anti-Racism in Urban Education. I have no objection to the courses below being developed and taught as a new concentration:

ELED 6250: History and Psychology of Racism
ELED 6251: Racial Identity Development
ELED 6252: Race in Schooling and Education
ELED 6253: Anti-Racism in Education

I believe these courses support the mission of our Department and directly support teachers who teach in urban schools.

Sincerely

A handwritten signature in black ink, appearing to read "S. Michael Putman".

S. Michael Putman, Ph.D. | Associate Professor, Interim Chairperson
Department of Reading and Elementary Education
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8019 | Fax: 704-687-3749
Michael.Putman@uncc.edu | <http://education.uncc.edu/REEL>

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The UNIVERSITY of NORTH CAROLINA at CHARLOTTE



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Erin Miller, Asst. Professor, REEL; Tehia Starker Glass, Assoc. Professor
REEL

From: Judy Walker, Education/ Psychology Librarian

Date: January 8, 2016

Subject: ELED 6250: History & Psychology of Racism

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** January 8, 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library already has sufficient resources that support courses that address similar issues in other departments across the University. In addition to the ERIC and PsycInfo databases the following databases support topics addressed in this course: Project Muse, JStor and Sociological Abstracts. We will purchase the titles listed on the course bibliography not owned by the library, if they can be located since a number of them bit dated.

Evaluator's Signature

January 8, 2016
Date



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Erin Miller, Asst. Professor, REEL; Tehia Starker Glass, Assoc. Professor
REEL

From: Judy Walker, Education/ Psychology Librarian

Date: January 8, 2016

Subject: ELED 6251: Racial Identity

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** January 8, 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library already has sufficient resources that support courses that address similar issues in other departments across the University. In addition to the ERIC and PsycInfo databases the following databases support topics addressed in this course: Project Muse, JStor and Sociological Abstracts. We will purchase the titles listed on the course bibliography not owned by the library, if they can be located since a number of them bit dated.

Evaluator's Signature

January 8, 2016

Date



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Erin Miller, Asst. Professor, REEL; Tehia Starker Glass, Assoc. Professor
REEL

From: Judy Walker, Education/ Psychology Librarian

Date: January 8, 2016

Subject: ELED 6252: Race in Education & Schooling

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: January 8, 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library already has sufficient resources that support courses that address similar issues in other departments across the University. In addition to the ERIC and PsycInfo databases the following databases support topics addressed in this course: Project Muse, jStor and Sociological Abstracts. We will purchase the titles listed on the course bibliography not owned by the library, if they can be located since a number of them bit dated.

Evaluator's Signature

January 8, 2016
Date



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Erin Miller, Asst. Professor, REEL; Tehia Starker Glass, Assoc. Professor
REEL

From: Judy Walker, Education/ Psychology Librarian

Date: January 8, 2016

Subject: ELED 6253: Anti-Racist Activism in Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** January 8, 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library already has sufficient resources that support courses that address similar issues in other departments across the University. In addition to the ERIC and PsycInfo databases the following databases support topics addressed in this course: Project Muse, JStor and Sociological Abstracts. We will purchase the titles listed on the course bibliography not owned by the library, if they can be located since a number of them bit dated.

Evaluator's Signature

January 8, 2016
Date

**The University of North Carolina at Charlotte
College of Education**

Approved Course Outline

COURSE NUMBER: ELED 6250 **CREDIT HOURS:** 3 Graduate

COURSE TITLE: History and Psychology of Racism

CATALOG DESCRIPTION

The history and psychology of race and racism will be examined and an analysis of how racism manifests and is sustained by individuals living within systems of power and privilege (micro and macro levels) will be explored. An in-depth examination of unconscious racial bias, awareness of privilege, and the impact of ideologies that sustain racism, including colorblind ideology and meritocracy will be conducted. Course readings will allow students to individually build a knowledge base and develop multiple perspectives. Research methods for the psychology of racism are reviewed as a basis for interpreting research results. Notion of Whiteness as normative in the United States will be investigated. How those notions of race and racist beliefs and practices exist in the US (politics, education, psychological perspectives) are included. Students will consider various approaches to race/racism that ground race in biology, heredity, genetics, culture, or social identity. The course will be taught in the Summer and Fall.

COURSE PREREQUISITE OR COREQUISITES

Enrolled in M.Ed. Program within the College of Education

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

COED Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies listed below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues **Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with

children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

COURSE OBJECTIVES

- Examine the history and psychology of Racism
- Develop critical thinking skills to examine facts about racism to generate informed decisions
- Initiate leadership to lead a topic of study
- Use problem solving skills to examine case studies, scenarios, and current events
- Analyze whiteness, privilege, meritocracy, colorblindness, and racism and its impact in the US
- Examine the psychological components of racism
- Self-reflect on personal contributions to racism

COURSE CONTENT

Course content is focused on theory and research as related to racism, discrimination, and prejudice. Issues related to institutional, systemic, and structural racism will be addressed. Students will gain insight into multiple “racial” groups historical development in the US, and how it impacts contemporary times. Relationships between theoretical and psychological perspectives and educational practice compounded with current trends which impact the US will be presented. Students will also gain an understanding of their personal contributions to racism (implicitly and explicitly). This course will make us all feel uncomfortable at times; yet we will demand from one another that everyone act with civility and respect. Read to learn and understand, not to respond.

ILLUSTRATIVE COURSE ACTIVITIES (points)

- Online discussions based on readings (10)
- Development and facilitation of Hot Topics (10)
- Reflection paper (20)
- Educational evaluation of racism (10)
- Movie analysis (5)
- Critique self suppositions (10)
- Syllabus quiz (5)
- Reading Briefs (40)

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

Grading Scale

90-100 = A

80-89 = B

70-79 = C

69 – and below = U

COURSE POLICIES:

This syllabus contains the policies and expectations I have established for ELED 6250. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

- Classroom expectations**
Prompt attendance and readiness for participation in class discussions are essential to this course. Readiness for participation must specifically reflect professional responsiveness. Professional responsiveness is demonstrated by: attending class regularly, following the instructor's guidelines and directions, participating in class discussions and activities, asking questions and seeking clarification when needed, and displaying a positive and constructive disposition toward working and learning.
- Teacher Disposition Assessment.**
Each preservice teacher is responsible for reflecting the appropriate disposition for teaching. In cases of needs improvement, a disposition assessment is filed in the preservice teachers' file, which will follow them to student teaching/graduation. In extreme cases, a disposition of a preservice teacher can prevent them from student teaching. You are REQUIRED to submit a disposition self reflection to taskstream during this semester. Instructions and the assessment are on the COED website. <https://education.uncc.edu/professional-education-dispositions/dispositions-process-initial-licensure-candidates>
- Writing Center.**
The UNC Charlotte Writing Center is available to assist students with their writing. <http://wrc.uncc.edu/>

□ **Code of Student Responsibility**

The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.

- o **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- o **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- o **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- o **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
- o **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- o **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- o **Group Work.** For group work, responsibility for insuring that academic integrity standards are followed is shared by all members of the group. In cases where an individual student is able to demonstrate that he/she neither knew of nor participated in the academic dishonesty, that individual student is not guilty of academic dishonesty.

□ **Inclement Weather Policy**

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Calendar:

Week	Date	Topic	Assignment Due
1		Introduction to course syllabus	Syllabus Quiz “Wake Up Everybody” Song Analysis
2		Course introductions	Hot Topics Assignments
3		History of Race, whiteness, white supremacy, white privilege, power (definitions of race, whiteness, supremacy, privilege, ethnicity,)	Video: http://www.understandingrace.org/history/timeline_movie.html White Privilege Quiz McIntosh, P. (1998) Unpacking the Invisible Knapsack Video: Grey’s Anatomy – Check your White Privilege https://www.youtube.com/watch?v=DfA-7-8ttFc
4		Socialization, Implicit Bias, language and decision making Coded language we use	Article: Bertrand & Mullainathan, (2003) Harvard Implicit Bias Test: https://implicit.harvard.edu/implicit/user/agg/blindspot/indexrk.htm Video: Scandal - dog whistle politics https://www.youtube.com/watch?v=hgkuL6zPO_Q Wiggan (2008)
5		History of African Americans	Nagayama Hall, G.C. & Barongan, C. (2002). African Americans. In <i>Multicultural Psychology</i> , pp. 157-194. Upper Saddle River, NJ: Prentice Hall. Article: Goff et al. (2014) Terrorism: Eyes on the Prize
6		History of Native Americans / Indigenous Peoples	Nagayama Hall, G.C. & Barongan, C. (2002). American Indians. In <i>Multicultural Psychology</i> , pp. 268-296. Upper Saddle River, NJ: Prentice Hall. Article: Video: 500 Nations #XX Article: http://www.nrcprograms.org/site/PageServer?pagename=airc_hist_boardingschools Map: http://www.pbs.org/indiancountry/history/interactive_map.html
7		History of Asian Americans	
8		History of Latinos	Nagayama Hall, G.C. & Barongan, C. (2002). Latino(a)s. In <i>Multicultural Psychology</i> , pp. 235-265. Upper Saddle River, NJ: Prentice Hall. Article: Video: Lemon grove incident https://www.youtube.com/watch?v=Uu9dxMMLGyU
9		Fall Break	
10		Institutional Racism	Criminal Justice: Video: We need to talk about Injustice- https://www.youtube.com/watch?v=c2tOp7OxyQ8

			<p>Education: Health Care: Social Services: Employment, Income, Home Ownership, Wealth Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. <i>Annual review of sociology</i>, 34, 181. Justice Sotomayor's transcript</p>
11		<p>Colorblindness The steps of avoiding talking about race, Whiteness</p>	<p>The Color of Fear Video: Color blind or color brave https://www.youtube.com/watch?v=oKtALHe3Y9Q Video: A trip to the Grocery Store, Dr. Joy DeGruy https://www.youtube.com/watch?v=Wf9QBnPK6Yg Article: https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion</p>
12		Thanksgiving Break	
13		Affirmative Action and Meritocracy	<p>Video: Levvitown https://www.youtube.com/watch?v=bp22YlJlfHo Jost, Whitfield, & Jost Justice Scalia's transcript</p>
14		Contemporary Perspectives	<p>Palmer, P. Black Lives Students Matter: http://www.rethinkingschools.org/archive/29_03/edit293.shtml</p>
15		Interest Convergence	<p>Brown v. board of education Bell Jr, D. A. (1979a).</p>
16		Final Assessment	

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<https://writerswhocare.wordpress.com/2015/11/16/write-to-live-how-a-writing-classroom-should-look-when-blacklivesmatter/>
- Levittown, PA <https://www.youtube.com/watch?v=bp22YUJfHo>
- Race: The power of an illusion http://www.pbs.org/race/000_General/000_00-Home.htm
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Franklin, J.H.

Clarke, J.H. A great and mighty walk. <https://www.youtube.com/watch?v=njdQzyQnHeg>
Prompt

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Tehia Glass

Erin Miller

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair:

Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair:

Date:

**The University of North
Carolina at Charlotte
College of
Education**

*Approved
Course Outline*

COURSE NUMBER: ELED 6251 **CREDIT HOURS:** 3 Graduate

COURSE TITLE: Racial Identity

CATALOG DESCRIPTION: The purpose of this course is to examine (a) how individuals construct and maintain their sense of themselves as raced beings within historical and ideological constructions of race, and (b) personal- and societal-level consequences of such identities. This course includes a review of essential theories pertaining to racial and ethnic identity in the United States and practical applications related to understanding how racial and ethnic identities play a meaningful role in the human experience and in schools and classrooms. Course will be taught in the Spring.

COURSE PREREQUISITE OR COREQUISITES

Enrolled in M.Ed. Program within the College of Education

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

COED Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies listed below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

COURSE OBJECTIVES

- Students will analyze the historical factors, influences and conditions that led to the understandings, perceptions, and consequences of racial classifications, for example:
 - Students will identify how race was socially constructed to justify African slavery
 - Students will explain how Manifest Destiny was socially constructed justified the displacement of Native American groups
- Students will explain and critique the emergence of racial categories as biological or genetic.
- Students will investigate and analyze the influence of racism on identity in mass media, i.e. image projection, print/digital advertising, film, and music; specifically on the identity development of people of color.
- Students will summarize and synthesize as well as critique major theories and models of racial/ethnic awareness development, i.e.
 - Atkinson, Morten and Sue's Racial and Cultural Identity Development
 - Cross and Fhagen-Smith's Model of Black Identity Development
 - Helm's Model of White Identity Development
 - Rowe, Bennett, and Atkinson's White Racial Consciousness Model
 - Ferdman and Gallego's Model of Latino Identity Development
 - Kim's Asian American Identify Development Model
 - Horse's Perspective on American Indian Identity Development
 - Model Minority Theory
 - Ogbu's Cultural Ecological Theory
 - Claude Steel's Stereotype Threat Theory
 - Harro's Cycle of Socialization Theory
 - Students will review and summarize theories of racialization in Early Childhood and consider implications for educators.
- Students will differentiate and critique the politics of different approaches to whiteness education (such as "allies" and "race traitor" approaches).

- Students will explore and explain the role of religion/spirituality in shaping racial consciousness and the intersection of racial identity formation with other aspects of identity such as gender, class, sexual orientation and ability.
- Students will summarize and synthesize the major ideas and contributors of whiteness theory from late 1980s-2004 (First Wave of Teacher Identity Studies), including African American traditions, Feminist Theory and Gender Study, and Critical White Studies. Students will explain characterizations such as *Race-Evasive Identities*.
- Students will summarize and synthesize the major ideas and contributors of whiteness theory from 2004-2014 (Second Wave of Teacher Identity Studies) including the development and use of the term *Non-essentializing identities*.
- Students will explore and problematize their personal racial identity development and the implications racial identity has on lives and relationships, particularly relationships with students in schools.
- Students will investigate the major methodological approaches and concerns in writing auto-ethnographies and cultural memoirs
- Students will explore the work of American Social Conflict Sociologist, C.W. Mills and his notion of The Sociological Imagination and apply aspects of this methodology to construct personal Critical Family Histories (Jupp, 2015)

COURSE CONTENT

Course content is focused on theory and research as related to racial and ethnic identity development. Racial and ethnic identity are critical to the overall framework of individual and collective identity. Research on teachers' development of racial identity (Jupp, 2013; Milner, 2010; Sleeter, 2015; Raible & Irizarry, 2008), demonstrate that teachers “must understand and recognize the historical privileges, oppressions, subtractions, and other identity complexities” (Jupp, 2015) related to their own racial identity backgrounds and its influence on teaching practices. This course surveys popular and critical theories and models of racial and ethnic identity development and introduces students to teacher identity studies in the 20th and 21st include the move in the literature from Race-Evasive Identities to Non-Essentializing identities.

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

Grading Scale

90-100 = A

80-89 = B

70-79 = C

69 – and below = U

COURSE POLICIES:

This syllabus contains the policies and expectations I have established for ELED 6251. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

□ **Classroom expectations**

Prompt attendance and readiness for participation in class discussions are essential to this course. Readiness for participation must specifically reflect professional responsiveness. Professional responsiveness is demonstrated by: attending class regularly, following the instructor's guidelines and directions, participating in class discussions and activities, asking questions and seeking clarification when needed, and displaying a positive and constructive disposition toward working and learning.

□ **Preservice Teacher Disposition Assessment.**

Each preservice teacher is responsible for reflecting the appropriate disposition for teaching. In cases of needs improvement, a disposition assessment is filed in the preservice teachers' file, which will follow them to student teaching/graduation. In extreme cases, a disposition of a preservice teacher can prevent them from student teaching. You are REQUIRED to submit a disposition self reflection to taskstream during this semester. Instructions and the assessment are on the COED website.

<https://education.uncc.edu/professional-education-dispositions/dispositions-process-initial-licensure-candidates>

□ **Writing Center.**

The UNC Charlotte Writing Center is available to assist students with their writing.

<http://wrc.uncc.edu/>

□ **Code of Student Responsibility**

The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.

- **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
- **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
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ILLUSTRATIVE COURSE ASSIGNMENTS

- Reading Briefs/Reading Roundtables – 40 points
- Small Group Investigations on Whiteness – 5 points
- Media Critique – 5 points
- Exams (2) – 10 points each
- Cultural Memoir – 30 points

Read and Response Discussion Forums (Moodle2): In an effort to fulfill the course objectives and to stimulate a scholarly discussion of the course readings, this class requires each student to post 1-2 page response in the form of a post to the assigned readings. In the response, students are expected to pose questions based on the reading to classmates. The Read and Response post is designed to allow students to reflect and/or critique the weekly readings. Each Read and Response post should clearly articulate a thoughtful and intellectual reply. Students who fail to post their responses in a timely manner will be evaluated as non-participants and will consequently lose points for failure to participate. All Read and Response discussion posts must be submitted to Moodle 2 (see Forums) each week by **midnight on the due date**. Additionally, all students are required to offer a thoughtful comment to at least **three (3)** of their classmates' Read and Response. All comments must be submitted by **midnight within the week following the original Read and Response posting**.

Media Critique (adapted from Thompson, A.)

Discursive theories of whiteness focus on the ways in which language, popular media, and prestigious discourses (like science) foster perceptions of race superiority, inferiority, and “otherness.” For this assignment, students will identify a discursive statement about or representation of race that you have encountered **in the media**; then reframe it so that it does not assume whiteness as the invisible norm. For example, perfume ads for women often use Asian or Asian-American models in leopard or other animal skins to signify an “exotic,” “sultry” mood and a “wild” appeal to the senses. Reframing such ads would require problematizing the notion that white women are sexually pure (often, heterosexual white women are represented as not *having* desires but merely *being* desirable), in contrast to (young) women of color, who supposedly are primitive, sensual, appetite- driven, promiscuous, wanton, and abandoned in their sexuality.

Discussion or Small Group Questions on Whiteness (Adapted from Thompson, A.)

In teams, students choose one of the following engagements and post on Moodle on the assigned due date.

1. Material theories of whiteness focus on access to tangible goods (economic and bodily), such as well-paying jobs or safety from environmental hazards. *Identify a material question about race that you have encountered in the media; then reframe it so that it does not assume whiteness as the invisible norm.* For example, a mainstream question asked in the field of health is, “How can we get young black mothers-to-be to take advantage of the pre-natal care services that are available to them?” To change the question so that it does not assume white norms as the point of reference, you might include some way of asking what young black mothers-to-be (or their communities) saw *themselves* as needing or you could ask how the services available to mothers-to-be perhaps have been organized with the needs and values of white mothers in mind.

2. Institutional theories of whiteness in effect combine material and discursive approaches to focus on formal codes and procedures that shape the culture of institutions. Although such codes can have material consequences, the focus of institutional theories is less on the material costs and consequences of a policy and more on how the exclusion of non-white interests and values fosters institutional prestige (or promotes a particular, exclusionary institutional identity). *Identify an institutional position or code of conduct that offers itself as colorblind; then reframe it so that it does not assume whiteness as the invisible norm.* For example, classroom etiquette sometimes requires (at least implicitly) that no one sound angry or emotional. Sometimes whites will say, “I cannot hear you if you sound angry.” Such practices reference acceptable and appropriate speech to what whites feel comfortable hearing. Reframing such expectations would require recognizing that it is perfectly reasonable not only for people of color but for anti-racist whites to be angry about racism and other injustices.

3. Personal/relational whiteness theories focus on questions of growth, personal morality, and responsibility. *Identify a personal/relational or identity question about race that you have encountered in the media; then reframe it so that it does not assume whiteness as the invisible norm.* For example, scholars in education sometimes ask questions like, “How can we encourage teacher candidates to develop into the kinds of teachers who reach out to students of color?” Reframing such a question might involve calling into question the meta-narrative of professional and personal “growth” assumed here and/or might require reframing the question so that it does not position teachers as implicitly white and students of color as implicitly “at-risk” and in need of the benevolence of white teachers.

Critical Family History Paper (Adapted from Jupp, J.)

This self-identity work assignment explores notions of professional identity work by requiring students to critically study the historical specifics of their own family backgrounds starting with primary documents found at Ancestry.com. Following understandings in research on professional identity (e.g., Cole & Knowles, 2001; Jupp, 2013; Milner, 2010; Sleeter, 2015), teachers’ professional identities are bound up along several dimensions including family background, social history, previous

schooling, personal attitudes toward self and others, and of course, professional skills. Following research on teachers' development of cultural competence (Jupp, 2013; Milner, 2010; Sleeter, 2015; Raible & Irizarry, 2008), teachers' cultural competence begins by understanding and recognizing the historical privileges, oppressions, subtractions, and other identity complexities related to teachers' own cultural and identity backgrounds. Emphasizing Sleeter's (2015) novel that we read, this assignment follows the notion that historical understanding of our own and others' identities provide an important aperture in an on-going reflective journey toward cultural competence.

**What's my historical identity and
journey into teaching?
Who am I to my
community and
students?**

Proposed sections: The assignment should unfold along the following sections. Alternative presentations or structurings can be used, but they will need to be discussed with me. The sections, enumerated below, each correspond to a column in the rubric.

The introduction should introduce the problem, topic, and essential questions. It should also include a thesis statement that helps us understand where the entire paper is going. (Note: The research can be written in first person planting a motive for study, and using first person to report on what was found in your research. Your motive should discuss teaching as a personal, social, and professional activity.)

The historical research section should provide a broad historical overview that informs the primary document study in the following sections. Even though this section grows out of the primary document study and might even share some documents with it, the purpose of this section is to establish an historical context for the primary document study. This section must include historical study on race, class, gender, language, or other identity markers as found in Sleeter's novel.

The primary document research section should report on the results of the study of your family background in Ancestry.com. The study of primary documents here should be informed by the historical section that precedes it, but it should also focus on what was uncovered and include a family tree along with occupations, languages spoken, gender roles, and other items available. Part of this is to remember your own family's immigrant status and multilingual status.

Fourth, the personal reflection on family and historical identity should provide an analytical discussion about how this research informs your historical identity and journey into teaching and cultural competence. Besides summarizing and synthesizing information from previous sections in a conclusion statement, this section should also personally reflect on what you learned and how it relates to understanding yourself, teaching, and your students

CALENDAR:

Week	Date	Tonic	Assignment Due
1		Introduction to course syllabus The historical factors, influences and conditions that led to the understandings, perceptions, and consequences of racial classifications, Key Examples from 1600 - 1800; i.e., John Rolf, John Punch, The Pequot War, The Pocahontas Exception: Virginia House of Burgesses; 1776 The Declaration of Independence; 1785 Land Ordinance Act;	Anderson , “How We Learn about Race through History” Sidney M. Wilhelm , “Equality: America’s Racist Ideology,” in <i>The Death of White Sociology</i> , ed. Joyce A. Ladner (New York: Random House, 1973), 136-57. Lopez, H.I. (1999), <i>White By Law: The Legal</i>
2		The historical factors, influences and conditions that led to the understandings, perceptions, and consequences of racial classifications, Key Examples from 1800 – present; i.e., Manifest Destiny and the displacement of Native American groups; Treaty of Guadeloupe Hidalgo; Takao Ozawa v. The United States: The Supreme Court case of	Phillip Hamilton , “Revolutionary Principles and Family Loyalties: Slavery’s Transformation in the St. George Tucker Household of Early National Virginia,” <i>The William and Mary Quarterly</i> (Third Series) 55, no. 4 (October 1998): 531-56. George A. Martinez , “Mexican Americans and Whiteness ” in
3		Consideration and Interrogation of racial categories as biological or genetic	A.G. Greenwald & L. H. Krieger (2006). <i>Implicit Bias: Scientific Foundations</i>
4		Students will investigate and analyze the influence of racism on identity in mass media, i.e. image projection, print/digital advertising, film, and music and picture books Excerpts from Mickey Mouse Monopoly	Exam One hooks, b. (1999) <i>Ain’t I a Woman? Black women and feminism.</i>
5		Atkinson, Morten and Sue’s Racial and Cultural Identity Development Cross and Fhagen-Smith’s Model of Black Identity Development Helm’s Model of White Identity Development Rowe, Bennett, and Atkinson’s White Racial	Media/Picture Book Critique Janet E. Helms , “Racial Identity and ‘Racial’ Constructs,” in <i>Human Diversity: Perspectives on People in Context</i> , ed. Edison J. Trickett, Roderick J. Watts, and Dina Birman (San Francisco: Jossey-Bass, 1994), 285-311.

6		<p>Horse's Perspective on American Indian Identity Development Model Minority Theory Ogbu's Cultural Ecological Theory Claude Steel's Stereotype Threat Theory</p>	<p>Hill-Jackson, V. (2007). Wrestling whiteness: Three stages of shifting multicultural perspectives among White preservice teachers. <i>Multicultural Perspectives</i>, 9(2), 29-35.</p> <p>Raible, J. & Irizarry, J.G. (2007). Transracialized selves and the emergence of post-white teacher identities. <i>Race, Ethnicity, and Education</i>, 10, 177-198.</p> <p>Jupp, J. C. & Slattery, P. (2010a). Committed White</p>
7		<p>The politics of different approaches to whiteness education (such as "allies" and "race traitor" approaches)</p>	<p>Alison Bailey, "Despising an Identity They Taught Me to Claim: Exploring a Dilemma of White Privilege Awareness," in <i>Whiteness: Feminist Philosophical Narratives</i>, ed. Chris J. Cuomo and Kim Q. Hall (Lanham, MD: Rowman & Littlefield, 1999), 85-104.</p>
8		<p>Theories of racialization in Early Childhood and consider implications for educators; Harro's Cycle of Socialization Theory.</p>	<p>Miller, E. (2015). Race as the Benu: Anti-whiteness strategies emerge out of a reborn consciousness in Early Childhood Education. <i>Journal of Curriculum Theorizing</i>, 30 (3)</p> <p>Miller, E. (2015). Discourses of whiteness and blackness: An ethnographic study of three young children learning to be white. <i>Ethnography and Education</i>, 10 (2), 137-153.</p>
9		<p>Students will explore and explain the role of religion/spirituality in shaping racial consciousness and the intersection of racial identity formation with other aspects of identity such as gender, class,</p>	<p>Exam Two</p> <p>Berry, T. R. (2014). Internationalization, internalization, and intersectionality of</p>

10		<p>The First Wave White Teacher Identity studies: late 1980s-2004</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feminist Theory and Gender Studies <input type="checkbox"/> African Traditions <input type="checkbox"/> Critical White Studies 	<p>Du Bois, W.E.B. (1995). <i>The souls of Black folk</i>. New York, NY: Signet Classic. (Work originally published 1903)</p> <p>Harris, C. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), <i>Critical race theory: The key writings that formed the movement</i> (pp. 276-291). New York, NY: The New Press.</p> <p>hooks, b. (1992). Representing</p>
11		<p>The Second Wave White Teacher Identity Studies 2004-2014; non-essentializing identities; race visible white identity</p>	<p>Lewis, A.E. (2004). Studying whiteness in the era of color-blindness. <i>Sociological Theory</i>, 22,</p> <p>Amos, Y. T. (2010). “They don’t want to get it!” Interaction between minority and White preservice teachers in a multicultural education class. <i>Multicultural Education</i>, 17(4), 31-37. Yoon, I.</p>
12		<p>In introduction of the work of C.W. Mills’ and The Sociological Imagination http://sociologicalimagination.org/arc/issue/12256</p>	<p>Small Group Assignment on Whiteness</p> <p>Mills, C. W. (2000). <i>The sociological imagination</i>, pp. 2</p>
13		<p>Critical Family History methods: gathering vital statistics, locating and reading plat maps,</p>	<p>Sleeter, C.E. (2015). <i>White Bread: Weaving cultural past into the present</i>.</p>
14		<p>Critical Family History Context Worksheet and Outline</p>	<p>Sleeter, C.E. (2015). <i>White Bread: Weaving</i></p>
15		<p>Presentation of Critical Family History</p>	<p>Critical Family History Project</p>
16		<p>Presentation of Critical Family History</p>	<p>Critical Family History Project</p>

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NEED TO INCLUDE THE CURRICULUM BOX HERE

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Tehia Glass

Erin Miller

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair:

Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair:

Date:

The University of North Carolina at Charlotte
College of Education

Approved Course Outline

COURSE NUMBER: ELED 6252 **CREDIT HOURS:** 3 Graduate

COURSE TITLE: Race in Education and Schooling

CATALOG DESCRIPTION:

This course will analyze schooling and education from a historical, sociological, political, economic, and contemporary perspective with institutional racism at the center. By examining schooling and education from these perspectives, investigations of urban schools will occur to understand how these schools were formed based on White supremacist ideologies. Contributions to the movement of improving schools for students of color will be discussed. Course will be taught in Summer and Spring.

COURSE PREREQUISITE OR COREQUISITES:

Enrolled in M.Ed. in the College of Education

COED Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have

multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies listed below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors.

This course seeks to develop the North Carolina standards that are listed below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

COURSE OBJECTIVES

- Examine the history and psychology of Racism
- Develop critical thinking skills to examine facts about racism to generate informed decisions
- Initiate leadership to lead a topic of study
- Use problem solving skills to examine case studies, scenarios, and current events
- Analyze whiteness, privilege, meritocracy, colorblindness, and racism and its impact in the US
- Examine the psychological components of racism
- Self-reflect on personal contributions to racism

COURSE CONTENT

Course content is focused on theory and research as related to racism, discrimination, and prejudice. Issues related to institutional, systemic, and structural racism will be addressed. Students will gain insight into multiple “racial” groups historical development in the US, and how it impacts contemporary times. Relationships between theoretical and psychological perspectives and educational practice compounded with current trends which impact the US will be presented. Students will also gain an understanding of their personal contributions to racism (implicitly and explicitly). This course will make us all feel uncomfortable at times; yet we will demand from one another that everyone act with civility and respect. Read to learn and understand, not to respond.

ILLUSTRATIVE COURSE ACTIVITIES (Points)

- Online discussions based on readings (10)
- Development and facilitation of Hot Topics (10)
- Reflection paper (20)
- Educational evaluation of racism (10)
- Movie analysis (5)

- Critique self suppositions (10)
- Syllabus quiz (5)
- Reading Briefs (30)

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

Grading Scale

90-100 = A

80-89 = B

70-79 = C

69 – and below = U

COURSE POLICIES:

This syllabus contains the policies and expectations I have established for ELED 6250. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

- Classroom expectations**

Prompt attendance and readiness for participation in class discussions are essential to this course. Readiness for participation must specifically reflect professional responsiveness. Professional responsiveness is demonstrated by: attending class regularly, following the instructor's guidelines and directions, participating in class discussions and activities, asking questions and seeking clarification when needed, and displaying a positive and constructive disposition toward working and learning.

- Teacher Disposition Assessment.**

Each preservice teacher is responsible for reflecting the appropriate disposition for teaching. In cases of needs improvement, a disposition assessment is filed in the preservice teachers' file, which will follow them to student teaching/graduation. In extreme cases, a disposition of a preservice teacher can prevent them from student teaching. You are REQUIRED to submit a disposition self reflection to taskstream during this semester. Instructions and the assessment are on the COED website. <https://education.uncc.edu/professional-education-dispositions/dispositions-process-initial-licensure-candidates>

- Writing Center.**

The UNC Charlotte Writing Center is available to assist students with their writing. <http://wrc.uncc.edu/>

- Code of Student Responsibility**

The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.

- o **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- o **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- o **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- o **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
- o **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- o **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- o **Group Work.** For group work, responsibility for insuring that academic integrity standards are followed is shared by all members of the group. In cases where an individual student is able to demonstrate that he/she neither knew of nor participated in the academic dishonesty, that individual student is not guilty of academic dishonesty.

□ **Inclement Weather Policy**

(<http://provost.uncc.edu/handbook/inclement-weather>)

In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

□ **Policy on a Grade of Incomplete**

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

□ **UNC Charlotte Code of Student Academic Integrity.**

<http://www.legal.uncc.edu/policies/ps-105.html> All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code

of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

- **College of Education Diversity Commitment.**
http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

- **College of Education Technology Statement**
Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
- **Religious Accommodations**
UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide

faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

□ **Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

□ **Online Course Evaluation Process and Confidentiality**

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

□ **Credit Hour Statement**

This Three (3) credit course requires three hours of classroom or direct faculty instruction and approximately 6 hours of out-of-class student work each week for approximately 15 weeks during the school year, and 5 weeks during the summer session. Out-of-class work may include but is not limited to: reading, field experience, study, data gathering, and lesson practice.

Week	Date	Topic	Assignment Due
1		Introduction to course syllabus	Syllabus Quiz
2		Course introductions	Hot Topics Assignments
3		Definitions of Schooling and Education - Power structures - Marginalized groups	Bell, D. A. (1992).
4		Schooling Traditions - African - Latino	Akbar, N. I. (1994). Lee, C. D., Lomotey, K., & Shujaa, M. (1990).
5		Schooling Traditions - -Indigenous Populations - -Asian	Pewewardy, C. (2002). Barnhardt, R. (2005).

6		US Schooling - precolonialism to Reconstruction	Anderson, E., & Moss, A. A. (1999) Margo, R. A. (1990) Woodson,
7		US Schooling (reconstruction to 1960) - Laws - Communities - Birth of HBCU's	Anderson, J. D. (1988) Bell, D. (2004). Du Bois, W. B. (1935). Walker, V. S. (2000)
8		Fall Break	
9		Desegregation and back (1960's – present)	Anderson, J. D. (1993). Bell, D.
10		Contributors to Education	Collins, M. (1992).
11		Systems, Institutions, and Communities	Group Presentations
12		Policy Analysis	Behind, N. C. L. (2002) Shujaa, M. J. (2003).
13		Curriculum Analysis	
14		Educational Reform Analysis	Durden, T. R. (2007). Ladson-Billings, G. (2006). Perry, T., Steele, C., & Hilliard, A. G. (2004).
15		Student Work Day	
16		Final Assessment	

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FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Tehia Glass

Erin Miller

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair:

Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair:

Date:

The University of North Carolina at Charlotte**College of Education*****Approved Course Outline***

COURSE NUMBER: ELED 6253 **CREDIT HOURS:** 3 Graduate

COURSE TITLE: Anti-Racist Activism in Education

CATALOG DESCRIPTION: The purpose of this course is to examine (a) the long and inspiring history of anti-racist movements and resistance to racist practices and policies among both people of color and white people throughout American history, (b) explore the characterizations and impetus for contemporary anti-racist movements, particularly the role of social media as a vehicle for organizing momentum and disseminating information, and (c) analyze how systems, including education, can organize for lasting social change in effort to create a more equitable and just society. The course will be offered in the Spring of 2018 and once per academic year after that.

COURSE PREREQUISITE OR COREQUISITES

Enrolled in M.Ed. Program within the College of Education

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

COED Conceptual Framework

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the **proficiencies listed below.**

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

COURSE OBJECTIVES

- Students will analyze the resistance movements of early America, including Bacon's Rebellion in developing racial hierarchies and resistance. Resistance will be explored both as formal rebellion and in individual commitments. Theories of black literate lives, the literacy activism of Gwendolyn Brooks, and the making of revolutionary literacies will be introduced and explored.
- Students will evaluate Native American resistance to the European invasion, occupation, and desecration of their lands—within the many strands of Indigenous resistance throughout the entire landmass of North, Central, and South America.
- Students will summarize and synthesize Black women's activism and resistance in the reconstructionist periods and the influence of those movements on the American Civil

Rights Movement of the 1950s and 1960s, moving black women from their historically marginal position in the curriculum to the center of our attention.

- Students will summarize and synthesize key Mexican American resistance movements, Tuscon’s Walkout Movement.
- Students will explore the changing face of oppression and resistance. Slavery by Another name and The New Jim Crow
- Students will explore and define characteristics for white anti-racist development
- Students will summarize and synthesize characteristics of contemporary movements, such as Black Lives Matter. Students will consider the educator’s role in Black Lives Matter and other media movements
- Students will identify tools in assessing organizations to determine progress to become racially equitable
- Students will develop an anti-racist vision and plan for change within institutions.
- Students will learn the basic skills of using a movement rather than organizational approach in planning, organizing and taking action for change;
- Student will explore a moment approach as defined by Palmer, including key ideas such as:
 - Resistance is only the place where things begin.
 - Opposition merely validates the idea that change must come.
 - Finding sources of countervailing power outside of the organizational structure
 - Nurturing that power.
 - Translating individual problems into broader organizing
 - Creating alternative rewards to sustain energy for working toward your vision.
 - Working from a power, rather than a victim, analysis
- Students will examine a cycle of action and paradigm shift toward a social movement

COURSE CONTENT

Course content is organized around the central ideas that in all societies, present and historical, people have joined together to press for or against social change. When engaging in collective action, groups must make important decisions about the goals, tactics, and organizational strategies of movements. Often external factors, including the response of the state, availability of external resources, and cultural factors, shape these movement dynamics. In this course we explore these issues by examining both group and individual anti-racist movements, particularly as they relate to education – both historical and contemporary - and theoretical explanations for movement processes. This course generally operates from the intellectual standpoint of the activist who is concerned about an issue and wants to do something about it. This leads to an emphasis on questions of mobilization and strategy and, even for the confirmed non-activist, provides an anchor for analysis. By the end of the course students will have a better sense of not only of the range of movements that exist, but the theoretical foundations used to examine social movement dynamics.

ILLUSTRATIVE COURSE ACTIVITIES

- Read and Response Forums – 30 points
- Film Response and Discussion – 20 points
- Activist Interview – 20 points
- Movement Analysis –30 points

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

Grading Scale

90-100 = A
 80-89 = B
 70-79 = C
 69 – and below = U

COURSE POLICIES:

This syllabus contains the policies and expectations I have established for ELED XXX. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

- **Classroom expectations**
 Prompt attendance and readiness for participation in class discussions are essential to this course. Readiness for participation must specifically reflect professional responsiveness. Professional responsiveness is demonstrated by: attending class regularly, following the instructor's guidelines and directions, participating in class discussions and activities, asking questions and seeking clarification when needed, and displaying a positive and constructive disposition toward working and learning.
- **Preservice Teacher Disposition Assessment.**
 Each preservice teacher is responsible for reflecting the appropriate disposition for teaching. In cases of needs improvement, a disposition assessment is filed in the preservice teachers' file, which will follow them to student teaching/graduation. In extreme cases, a disposition of a preservice teacher can prevent them from student teaching. You are REQUIRED to submit a disposition self reflection to taskstream during this semester. Instructions and the assessment are on the COED website.
<https://education.uncc.edu/professional-education-dispositions/dispositions-process-initial-licensure-candidates>
- **Writing Center.**
 The UNC Charlotte Writing Center is available to assist students with their writing.
<http://wrc.uncc.edu/>

- **Code of Student Responsibility**

The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.

- **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
- **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Group Work.** For group work, responsibility for insuring that academic integrity standards are followed is shared by all members of the group. In cases where an individual student is able to demonstrate that he/she neither knew of nor participated in the academic dishonesty, that individual student is not guilty of academic dishonesty.

- **Inclement Weather Policy**

(<http://provost.uncc.edu/handbook/inclement-weather>)

In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

- **Policy on a Grade of Incomplete**

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

- **UNC Charlotte Code of Student Academic Integrity.**

<http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

- **College of Education Diversity Commitment.**

http://education.uncc.edu/coe/diversity_statement.htm The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

- **College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

- **Religious Accommodations**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's

religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

- **Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

- **Online Course Evaluation Process and Confidentiality**

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

- **Credit Hour Statement**

This Three (3) credit course requires three hours of classroom or direct faculty instruction and approximately 6 hours of out-of-class student work each week for approximately 15 weeks during the school year, and 5 weeks during the summer session. Out-of-class work may include but is not limited to: reading, field experience, study, data gathering, and lesson practice.

ILLUSTRATIVE COURSE ASSIGNMENTS

Read and Response Discussion Forums (Moodle2): In an effort to fulfill the course objectives and to stimulate a scholarly discussion of the course readings, this class requires each student to post 1-2 page response in the form of a post to the assigned readings. In the response, students are expected to pose questions based on the reading to classmates. The Read and Response

post is designed to allow students to reflect and/or critique the weekly readings. Each Read and Response post should clearly articulate a thoughtful and intellectual reply. Students who fail to post their responses in a timely manner will be evaluated as non-participants and will consequently lose points for failure to participate. All Read and Response discussion posts must be submitted to Moodle 2 (see Forums) each week by *midnight on the due date*. Additionally, all students are required to offer a thoughtful comment to at least **three (3)** of their classmates' Read and Response. All comments must be submitted by *midnight within the week following the original Read and Response posting*.

Racial Movement Analysis Paper and Project: A Group Assignment

In groups, choose a little-known anti-racist movement (see Howard Zinn's website <http://www.historyisaweapon.com/zinnapeopleshistory.html> for help if needed). Analyze the movement and develop a group paper and presentation that addresses the following considerations:

1. How did particular moments contribute to an understanding of race and racial justice? How did foundations learn and shift? How did they communicate that learning and shifting? How did foundations' responses make grantees more able or less able to respond to critical crisis and opportunity?
2. What dimensions of structural racism were present in a given moment or situation? Did foundations help elevate the structural dimensions and potential responses? How can they do so today?
3. How embedded was a racial justice commitment in the strategy and program of foundations as moments and situations arose? How did this readiness, or lack thereof, impact foundations' ability to respond effectively? What lessons could help inform future actions?
4. How was a particular funding approach or strategy informed directly by racial justice groups deeply engaged in the issue? What are some practices that worked well and could be replicated? What are the lessons?
5. Did funding strategies include conducting a structural power analysis? Have grantmaking practices been reviewed to assure they are not contributing to inequity or unintentionally having a racialized impact? Who is defining success?
6. How did the media shape interpretation of particular moments and situations? What racial justice media efforts have foundations supported that help shape meaning at a given

time? Did the messages communicated by foundations provide structural context of the issue?

7. How could foundations have collaborated or leveraged resources in a given moment or situation? What were the barriers to the funders' collaboration (e.g., branding, turf issues) that might need to be addressed in the future?

Film and Response Discussion (Moodle2): Student are expected to respond to each of the films in class from a set of guiding questions. Students who fail to post their responses in a timely manner will be evaluated as non-participants and will consequently lose points for failure to participate. All Read and Response discussion posts must be submitted to Moodle 2 (see Forums) each week by *midnight on the due date*. Additionally, all students are required to offer a thoughtful comment to at least **three (3)** of their classmates' Read and Response. All comments must be submitted by *midnight within the week following the original Read and Response posting*.

Anti-Racist Activism Interview: Students are to seek out and find local anti-racist activists in their communities or school communities. This may require reaching out local churches, barbershops, anti-racist organizations, etc. for leads. *It will be the student's responsibility to find a person who agrees to be interviewed.* In teams of 3, students will work together to generate interview questions that are connected to the readings and films viewed in class. The interviews should last approximately 30-60 minutes and be conducted in-person. All interviews should be audio recorded and transcribed. Students will write a reflective essay (500 words) connecting the interview to key ideas in the course and will be expected to post these to Moodle2. All students are required to offer a thoughtful comment to at least three (3) of their classmates interviews. All comments must be submitted by *midnight within the week following the original Read and Response posting*.

CALENDAR:

Week	Date	Topic	Assignment Due
1		Introduction to course syllabus The resistance movements of early America, including the significance of Bacon's Rebellion in developing racial hierarchies and resistance. Resistance will be explored both as formal rebellion and in individual commitments. Theories	Fisher, M. T. (2009). <i>Black literate lives.</i> , pp. 1-55

		of black literate lives, the literacy activism of Gwendolyn Brooks, and the making of revolutionary literacies will be discussed.	
2		Explorations of participatory literacy communities and black teachers as activists.	Fisher, M. T. (2009). <i>Black literate lives</i> , pp. 56-117
3		Native American resistance to the European invasion, occupation, and desecration of their lands and the US governmental response, i.e., The Formation of the National Indian Youth Council (1961), Mohawk resistance, including the start of the newspaper Akwesasne Notes, — Formation of AIM, the American Indian Movement, in Minneapolis, 1968 Film Viewing: <i>Freedom Archives: Cointelpro 101</i>	Waziyatawin, P. D. (2008). <i>What does justice look like? The struggle for liberation in Dakota homeland.</i>
4		Native American resistance to the European invasion, occupation, and desecration of their lands and the US governmental response, i.e., Black Mesa, New Mexico and Big Mountain—Navajo and Hopi resistance against strip mining and pollution, Puyallup and Tulalip Indian "fish-ins" Discussion: <i>Freedom Archives: Cointelpro 101</i>	Waziyatawin, P. D. (2008). <i>What does justice look like? The struggle for liberation in Dakota homeland.</i>
5		Mexican American education movements including Tuscon's Walkout Movement. Film Viewing: <i>Precious Knowledge</i>	McGuire, D. L. (2011). <i>At the dark end of the street: Black women, rape, and resistance—a new history of the Civil Rights Movement from Rosa Parks to the rise of Black Power.</i> Vintage pp, 3-135.
6		Black women's activism and resistance in the reconstructionist periods and the influence of those movements on the American Civil Rights Movement of the 1950s and 1960s. Discussion: <i>Precious Knowledge</i>	McGuire, D. L. (2011). <i>At the dark end of the street: Black women, rape, and resistance—a new history of the Civil Rights Movement from Rosa Parks to the rise of Black Power.</i> Vintage.
7		Film Viewing: <i>Slavery by Another Name</i>	Alexander, M. (2011). New Jim Crow, The. <i>Ohio St. J. Crim. L.</i> , 9, 7. 20-97

8	School to Prison Pipeline Children's Defense Fund Race Matters for Juvenile Justice (potential guest lecturer) Discussion: <i>Slavery by Another Name</i>	Alexander, M. (2011). New Jim Crow, The. <i>Ohio St. J. Crim. L.</i> , 9, 7.97-177
9	White Anti-Racism Students will identify key characteristics of the development of a white anti-racist identity	Smith, L. E. (1994). <i>Killers of the Dream</i> . WW Norton & Company.
10	White Anti-Racism Critiques of white anti-racism In class reading: http://osayande.org/2013/08/word-to-the-wise-unpacking-the-white-privilege-of-tim-wise/	Smith, L. E. (1994). <i>Killers of the Dream</i> . WW Norton & Company.
11	Contemporary Social Movements and Social Movements: #Fergesonsyllabus	
12	Social Activism in Classrooms	http://rethinkingschools.org/static/archive/29_02/RS29_02_watson.pdf http://www.rethinkingschools.org/archive/23_01/sean231.shtml
13	Movement rather than organizational approach in planning, organizing and taking action for change; Student will explore a moment approach as defined by Palmer.	Divided no more: A movement approach to educational reform. <i>Change: The Magazine of Higher Learning</i> , 24(2), 10-17.
14	Students will examine a cycle of action and paradigm shift toward a social movement	
15	Movement Analysis Project	Movement Analysis Project
16	Movement Analysis Project	Movement Analysis Project

ILLUSTRATIVE COURSE BIBLIOGRAPHY

McGuire, D. L. (2011). *At the dark end of the street: Black women, rape, and resistance-a new history of the Civil Rights Movement from Rosa Parks to the rise of Black Power.* Vintage.

Alexander, M. (2011). New Jim Crow, The. *Ohio St. J. Crim. L.*, 9, 7.

Fisher, M. T. (2009). *Black literate lives,*

Waziyatawin, P. D. (2008). What does justice look like? The struggle for liberation in Dakota homeland.

Palmer, P. J. (1992). Divided no more: A movement approach to educational reform. *Change: The Magazine of Higher Learning*, 24(2), 10-17.

Smith, L. E. (1994). *Killers of the Dream.* WW Norton & Company.

<http://osayande.org/2013/08/word-to-the-wise-unpacking-the-white-privilege-of-tim-wise/>

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Tehia Glass

Erin Miller

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair:

Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair:

Date:

Appendix C

MASTER OF EDUCATION (M.ED.) IN ELEMENTARY EDUCATION

Description of Program

The M.Ed. in Elementary Education is designed for experienced teachers who wish to become instructional leaders, advanced practitioners, and global educators. Upon completion of the program, students will qualify for the North Carolina advanced Standard Professional II teaching license in Elementary Education.

1) Instructional Leader

This degree program enables graduates to develop leadership skills as well as specialized content knowledge to effectively impact elementary education. Graduates of this program will also be advocates for students' cultural and academic needs as well as advocates for effective and relevant educational practices and policies.

2) Advanced Practitioners

Completion of this degree program will enable graduates to acquire deep theoretical and content knowledge to become advanced practitioners in specific emphasis areas. Graduates will have the capacity to facilitate student learning through inquiry-based practices. Graduates will also possess knowledge and practice that will prepare them to enter Ph.D. programs throughout the country and world.

3) Global Educators

Graduates of this degree program will contribute to a rigorous and critical analysis of learning in their classroom, the school, and global society. The program enables graduates to promote an educational milieu that values culture, reflective practice, and multiple worldviews.

Program Goals

- Master teachers are self-directed and ethical in their personal and professional growth as educators.
- Master teachers are responsive to children's differences as influenced by development, exceptionalities, and diversity.
- Master teachers are well-grounded in the technology, content, and pedagogy of the elementary curriculum and emphasis area.
- Master teachers are effective in urban, rural, and suburban cultural contexts
- Master teachers are self-reflective, educational advocates, and educational researchers.
- Master teachers are collaborative and impactful educational leaders. Master teachers are globally aware of the impact of local education.

General Requirements for Admission to the Graduate School

Please refer to the information found in The Graduate School section of this *Catalog*.

Additional Admission Requirements

- 1) Official transcripts of all previous academic work beyond high school with a minimum undergraduate GPA of 2.75
- 2) Completion of a Bachelors in Elementary Education from an approved program
- 3) Official reports of GRE or MAT examination
- 4) An essay describing statement of purpose for undertaking graduate study
- 5) Apply online: graduateschool.uncc.edu

Degree Requirements

The M.Ed. in Elementary Education is a 33-hour program. The Programs of Study include 18 hours of required courses and 11-15 hours of courses from one of the following concentrations: Academically or Intellectually Gifted, [Anti-Racism in Urban Education \(ARUE\)](#), Elementary Mathematics, Instructional Systems Technology, Literacy, Special Education, and Teaching English to Second Language Learners.

Core Courses (18 hours)

Phase I. Developing Perspectives (9 hours) REEL 09-26-13

ELED 6200 Current Issues in Global and Urban Elementary Schools (3)
 ELED 6201 Theories of Human Development and Learning in Cultural Contexts (3)
 ELED 6202 Classroom Management and Leadership for Diverse Learners (3)

Phase II. Collaborative Inquiry (6 hours)

ELED 6203 Instructional Differentiation for 21st Century Learners (3)
 RSCH 6101 Research Methods (3)

Phase III. Investigative Leadership (3 hours)

ELED 6303 Teacher Inquiry and Data Analysis in the Elementary Classroom (3)

Concentrations (11-15 hours)

Academically or Intellectually Gifted*

SPED 5211 Nature and Needs of Gifted Students (3)
 SPED 6124 Methods of Instructing Gifted Students (3)
 SPED 6161 Social and Emotional Needs of Gifted Students (3)
 SPED 6224 Adapting Curriculum Material and Classroom Differentiation (3)

Anti-Racism in Urban Education* (ARUE)

ELED 6250 History and Psychology of Racism (3)
 ELED 6251 Racial Identity Development (3)
 ELED 6252 Race in Education and Schooling (3)
 ELED 6253 Anti-Racist Activism in Education (3)

Elementary Mathematics*

ELED 6311 Number Systems and Operations: K-5 Mathematical Tasks (3)
 ELED 6312 Geometry and Spatial Visualization: K-5 Assessment (3)
 ELED 6313 Algebraic Reasoning: K-5 Discourse and Questioning (3)
 ELED 6314 Rational Numbers and Operations: K-5 Learning Trajectories (3)
 ELED 6315 Data Analysis and Measurement: K-5 Classroom Interactions (3)

Note: ELED 6316 (Mathematical Modeling: K-5 Leadership) must also be completed in order to earn the North Carolina Add-On License

Instructional Systems Technology (Technology Integration)*

EIST 6101 The Adult Learner (3)
 EIST 6100 Readings in EIST (3)
 EIST 6110 Instructional Design (3)
 EIST 6135 Learning, Media, Resources, & Technology (3)

Literacy

READ 6100 Current Issues and Practices in Literacy Education (3)
 READ 6252 K-12 Writing Development and Instruction (3)
 READ 6265 Multi-literacies in a Global World: Reading and Writing Texts in New Times (3)
 READ 6250 Emergent and Elementary Literacy (3)
 READ 6204 Teaching Reading to English Language Learners (3)

Special Education

EDUC 6254 Individualizing Instruction for Diverse Learners (3)
 SPED 6502 Advanced Classroom Management (3)
 SPED 6503 Instructional Design in Special Education (3)
 SPED 6690 Consultation and Collaboration (2)

Teaching English as a Second Language*

ENGL 6161 Introduction to Linguistics (3)
 TESL 5104 Authentic Assessment (3)
 TESL/FLED 5130 Second Language Methods (3)
 TESL 6205 Second Language Acquisition in K-12 Settings (3)

Science, Technology, Engineering, and Mathematics (STEM)

ELED 6210: Current Issues in STEM Education (3)
 ELED 6211: Integrating Engineering into the Elementary School Curriculum (3)
 ELED 6212: Integrating Digital Learning and STEM with Elementary School Learners (3) REEL 09-26-13
 Revised 07/31/13 OAA/mjw

ELED 6213: Global Awareness in STEM Education (3)
ELED 6214: Designing and Developing STEM Curricula (3)

NOTE: PENDING APPROVAL

Elective (3 hours)

Elective may include any non-required course selected from a variety of course offerings designed to support concentration, additional research courses, and advanced knowledge in specific content.

**This concentration leads to the North Carolina Licensure if the student successfully completes all of the related licensure requirements.*

Admission to Candidacy

The Candidacy form supplied by the Graduate School must be received no later than the eighth instructional day of the semester in which completion of all degree requirements is expected.

Application for Degree

The Application for Degree/Graduation form supplied by the Graduate School must be received early in the last semester of your program.

Clinical Field Experiences

Students in the M.Ed. program participate in structured field experiences that require them to apply coursework in their classroom settings, analyze K-5 student learning, and reflect on their practice in the context of theories on teaching and learning. Students deepen their understanding of the knowledge, skills, and professional dispositions that foster student learning. These experiences broaden their ability to help all students learn, including children with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. These structured field experiences are designed to take place in multiple settings within the candidate's school community or districts, after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Capstone Requirements

The capstone experience for the M.Ed. will be fulfilled by successfully completing the Teacher Inquiry Project in the ELED 6303 course.

Advising

All students are assigned an advisor upon formal admission to the program. Students are required to attend the advising seminar at the start of each semester.

Assistantships

The Program typically has a limited number of graduate assistantships with salaries starting at \$8,000/academic year. Applications are available from the Department of Reading and Elementary Education.

Licensure

The master's (M.Ed.) program in Elementary Education is a K-6 instructional degree that leads to the "M" level teaching license.

Research Opportunities/Experiences

Faculty members in the Department of Elementary Education faculty are deeply committed to research in urban schools. As a result, candidates will have opportunities to become involved in classroom-based research.

Financial Aid/Financial Assistance

Information is available from the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). See education.uncc.edu/TEALR for details. Additional information is available from the Office of Student Financial Aid at finaid.uncc.edu. REEL 09-26-13

Revised 07/31/13 OAA/mjw

Program Approval

All teacher education programs at UNC Charlotte are accredited by the National Council for Accreditation of Teacher Education. The M.Ed. in Elementary Education is awaiting approval by North Carolina State Board of Education.

Course Catalog Descriptions**COURSES IN Anti-Racism in Urban Education (ARUE)**

ELED 6250. History and Psychology of Racism. (3). The history and psychology of race and racism will be examined and an analysis of how racism manifests and is sustained by individuals living within systems of power and privilege (micro and macro levels) will be explored. An in-depth examination of unconscious racial bias, awareness of privilege, and the impact of ideologies that sustain racism, including colorblind ideology and meritocracy will be conducted. Course readings will allow students to individually build a knowledge base and develop multiple perspectives. Research methods for the psychology of racism are reviewed as a basis for interpreting research results. Notion of Whiteness as normative in the United States will be investigated. How those notions of race and racist beliefs and practices exist in the US (politics, education, psychological perspectives) are included. Students will consider various approaches to race/racism that ground race in biology, heredity, genetics, culture, or social identity. *The course will be taught in the Summer and Fall, On demand.*

ELED 6251. Racial Identity. (3). The purpose of this course is to examine (a) how individuals construct and maintain their sense of themselves as raced beings within historical and ideological constructions of race, and (b) personal- and societal-level consequences of such identities. This course includes a review of essential theories pertaining to racial and ethnic identity in the United States and practical applications related to understanding how racial and ethnic identities play a meaningful role in the human experience and in schools and classrooms. *Course will be taught in the Spring, On demand.*

ELED 6251. Race in Education and Schooling. (3). This course will analyze schooling and education from a historical, sociological, political, economic, and contemporary perspective with institutional racism at the center. By examining schooling and education from these perspectives, investigations of urban schools will occur to understand how these schools were formed based on White supremacist ideologies. Contributions to the movement of improving schools for students of color will be discussed. *Course will be taught in Summer and Spring, On Demand.*

ELED 6252. Anti-Racist Activism in Education. (3). The purpose of this course is to examine (a) the long and inspiring history of anti-racist movements and resistance to racist practices and policies among both people of color and white people throughout American history, (b) explore the characterizations and impetus for contemporary anti-racist movements, particularly the role

of social media as a vehicle for organizing momentum and disseminating information, and (c) analyze how systems, including education, can organize for lasting social change in effort to create a more equitable and just society. *The course will be offered in the Spring, On Demand.*



**Master of Education in Elementary Education
 Department of Reading and Elementary Education
 College of Education, UNC Charlotte**

Name _____ ID _____

Phase I. Developing Perspectives.													
Requirements (9 hrs)	Planning & Documentation												
ELED 6200: Current Issues in Global and Urban Elementary Schools (3) ELED 6201: Theories of Human Development and Learning in Cultural Contexts (3) ELED 6202 Classroom Management and Leadership for Diverse Learners (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____
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Phase II. Collaborative Inquiry. Complete requirements of Phase II <i>before</i> Phase III.													
Requirements (6 hrs)	Planning & Documentation												
RSCH 6101: Introduction to Educational Research (3) ELED 6203: Instructional Differentiation for 21st Century Learners (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>	_____	_____	_____	_____	_____	_____			
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>											
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Phase III. Investigative Leadership. Complete requirements of Phases I and II <i>before</i> Phase III.													
Requirements (3 hrs)	Planning & Documentation												
ELED 6303: Teacher Inquiry & Data Analysis in the Elementary Classroom (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>	_____	_____	_____						
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>											
_____	_____	_____											
Electives													

Requirements (3 hrs)	Planning & Documentation
<p>Any non-required course in the Concentration can be taken as an elective, e.g. SPED 6241: Advanced Curriculum for Gifted Students (3). Note: Concentrations in Elementary Mathematics and Literacy require specific courses that fulfill the Elective requirement.</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <hr/>
Concentrations	
Requirements (11-15 hrs)	Planning & Documentation
<p>Academically or Intellectually Gifted SPED 5211: Nature and Needs of Gifted Students (3) SPED 6124: Methods of Instructing Gifted Students (3) SPED 6161: Social and Emotional Needs of Gifted Students (3) SPED 6224: Adapting Curriculum Material and Classroom Differentiation (3)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <hr/> <hr/> <hr/> <hr/>
<p>Anti-Racism in Urban Education* (ARUE) ELED 6250 History and Psychology of Racism (3) ELED 6251 Racial Identity Development (3) ELED 6252 Race in Education and Schooling (3) ELED 6253 Anti-Racist Activism in Education (3)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <hr/> <hr/> <hr/> <hr/>
<p>Education in Instructional Systems Technology EIST 6101: The Adult Learner (3) EIST 6100: Readings in EIST (3) EIST 6110: Instructional Design (3) EIST 6135: Learning, Media, Research and Technology (3)</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Special Education EDUC 6254: Individualizing Instruction for Diverse Learners (3) SPED 6503: Instructional Design in Special Education (3) SPED 6690: Consultation and Collaboration (3) SPED 6502: Advanced Classroom Management (3)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <hr/> <hr/> <hr/> <hr/>
<p>Teaching English as Second Language ENGL 6161: Introduction to Linguistics (3) TESL 5103: Second Language Methods (3) TESL 6205: Second Language Acquisition in K-12 Schools (3) TESL 5104: Authentic Assessment (3)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <hr/> <hr/> <hr/> <hr/>
Literacy	<u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u>

<p>READ 6100: Current Issues and Practices in Literacy Education (3) READ 6252: K-12 Writing Development and Instruction (3) READ 6265: Multi-literacies in a Global World: Reading and Writing Texts in New Times (3) READ 6250: Emergent and Elementary Literacy (3) READ 6204: Teaching Reading to English Language Learners (3)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Elementary Mathematics ELED 6311: Number Systems & Operations: K-5 Mathematical Tasks (3) ELED 6312: Geometry & Spatial Visualization: K-5 Assessment (3) ELED 6313: Algebraic Reasoning: K-5 Discourse & Questioning (3) ELED 6314: Rational Numbers & Operations: K-5 Learning Trajectories (3) ELED 6315 Data Analysis and Measurement: K-5 Classroom Interactions (3)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Science, Technology, Engineering, and Mathematics (STEM)</p>	<p><u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u></p>
<p>ELED 6210: Current Issues in STEM Education (3) ELED 6211: Integrating Engineering into the Elementary School Curriculum (3) ELED 6212: Integrating Digital Learning and STEM with Elementary School Learners (3) ELED 6213: Global Awareness in STEM Education (3) ELED 6214: Designing and Developing STEM Curricula (3)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon

approval by the Undergraduate Course and Curriculum Committee and/or
Graduate Council chair.