

TO: Neag School of Education Faculty

FROM: Alan Marcus, *Chair*

RE: Minutes of the Curricula & Courses Committee Meeting on October 21, 2015

**MINUTES**

**A. NEW COURSES**

1. PROPOSED TITLE: EDLR 3600 – Education Policy and Reform; Three credits.  
Survey of educational policy and reform movements from the last century with applications in contemporary policy. Emphasis on critically evaluating existing policies and proposals.

RATIONALE: (See attached)

**APPROVED BY DEPARTMENT:       October 2, 2015**  
**APPROVED BY C&C COMMITTEE:   October 21, 2015**

2. PROPOSED TITLE: EDLR 3550 – Sport Management Senior Seminar; Three credits.  
To offer the opportunity for the student to gain an understanding of the importance of career building skills and utilize these skills to assist in securing an internship or entry-level position in the sport industry.

RATIONALE: This course is being proposed as a seminar course to be offered to undergraduate seniors in the Sport Management program. This course will focus on career preparation, the transition from student to professional, and the development and maintenance of networks in the sport industry.

**APPROVED BY DEPARTMENT:       October 2, 2015**  
**APPROVED BY C&C COMMITTEE:   October 21, 2015**

3. PROPOSED TITLE: EDLR 2001 – Contemporary Social Issues in Sport; Three credits.  
This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport.

RATIONALE: This course is being proposed as a General Education course that will expose studies to contemporary issues in the domain of sport. We intend to offer this course to students across the university so as to expose them to the domain of sport as a social institution and one that is also associated with a field of study (sport management).

**APPROVED BY DEPARTMENT:       October 2, 2015**  
**APPROVED BY C&C COMMITTEE:   October 21, 2015**

4. PROPOSED TITLE: EDLR 1162 – Health & Education in Urban Communities; One credit.  
An introductory course, EDLR1XXX explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service in the Hartford community, class members analyze policies, norms and beliefs in our society. We will consider how these trends may lead us to a more just society and how these may perpetuate injustice.

RATIONALE: This course will serve as a capacity-building tool for considering health and education in the U.S., with a special consideration for Connecticut, and even more specifically, Hartford, Connecticut. This course will include a service learning component, in which students will travel to Hartford at least 4 times per semester to volunteer with Husky Sport, and is sponsored by the Office of Public Engagement, and registered with a Service Learning designation. In addition to the affiliation with the Office of Public Engagement, this course is also a part of the pipeline of courses associated with Husky Sport, and will at times meet with EDLR 3457 and ELDR 5518: Introduction to Sport-Based Youth Development to discuss relevant topics and participate in larger group activities.

**APPROVED BY DEPARTMENT:**      **October 2, 2015**

**APPROVED BY C&C COMMITTEE:**      **October 21, 2015**

5. PROPOSED TITLE: EPSY 6639 – Advanced Techniques for Psychometric Research; Three credits. A specialized course that focuses on Monte Carlo techniques for psychometric research. Students will learn how to design and carry out research studies for investigating new and existing psychometric and statistical procedures using simulated data. Coverage includes estimation procedures for linear and nonlinear models for observed and latent variables. Students will develop their own custom computer programs and use existing software packages. Programs will primarily be written in Fortran 90.

RATIONALE: *See attached Curricula Action Form for detailed information.*

**APPROVED BY DEPARTMENT:**      **May 1, 2015**

**APPROVED BY C&C COMMITTEE:**      **October 21, 2015**

**B. NEW PROGRAM**

1. PROPOSED TITLE: EDCI: Adolescent Literacy Instruction & Intervention. (See attached)

RATIONALE: Please review certificate program proposal submission. (See attached)

**APPROVED BY DEPARTMENT:**      **March 11, 2015**

**APPROVED BY C&C COMMITTEE:**      **October 21, 2015**

## Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* \_\_\_\_\_ *None* \_\_\_\_\_ *Proposed* \_\_\_\_\_ 3600

Course Title: *Current* \_\_\_\_\_ *New Course* \_\_\_\_\_

*Proposed* \_\_\_\_\_ Educational Policy & Reform \_\_\_\_\_

Initiating Faculty Contact Person: \_\_\_\_\_ Shaun Dougherty & Jennie Weiner \_\_\_\_\_

Department \_\_\_\_\_ EDLR \_\_\_\_\_ U-Box: \_\_\_\_\_ 3093 \_\_\_\_\_

Phone: \_\_\_\_\_ (860) 486-1351 \_\_\_\_\_ Email: \_\_\_\_\_ jennie.weiner@uconn.edu \_\_\_\_\_

Proposed Course Instructor(s): \_\_\_\_\_ Various Neag Faculty \_\_\_\_\_

Proposed Implementation Date \_\_\_\_\_ Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Year: \_\_\_\_\_ 2016 \_\_\_\_\_

### Action Requested (“X” all that apply)

Course:            new    ☒    revision                            experimental    drop course

Program/concentration:                            new                            revision

### Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

**Existing** title and catalog copy

New Course

**Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EDLR 3XXX: Educational Policy & Reform

Survey of educational policy and reform movements from the last century with applications in contemporary policy. Emphasis on critically evaluating existing policies and proposals.

**Rational** for actions being requested

*(Use additional sheets as necessary):*

The rationale for this course is threefold. First, as instructors at Neag, we see a strong need for a survey course focused on the history of educational policy. Many of our students and, we hear throughout the university, have said that they do currently have access to courses that serve to build their knowledge base about why current education inputs, structures, and outcomes have come to be. At the same time, education continues to be on the forefront of public discourse. Everything from charter schools to common core seems to be in the public view. Taken together (i.e., a lack of knowledge and increased public discourse), it often then becomes the case that conversations regarding these policies remain at the surface level and preclude deep reflection about the potential benefits or negative impact such policies might create. As an organization committed to creating informed citizens we feel it is important that *all* students leave UCONN with a strong understanding of this public good and are able to articulate their own views on appropriate directions for reform.

Second, equity remains an important goal of our work and the work of all those within the Neag School of Education. Many current policies in education use the promotion of equity as a means to build credibility and buy-in to its particular orientation and goals. And yet, in every case there are individuals on both sides of an issue, each claiming that their particular orientation will improve educational opportunity for students. This course will work to engage students in these discussions and challenge them to engage in the multi-dimensionality of these issues helping them to become critical consumers of such debates. Moreover, and perhaps more importantly, this courses aims to encourage students to explore and articulate their belief systems through the process of memo writing. In doing so, students will be asked to construct brief, coherent and well-argued theses regarding current policy debates .

Finally, this course is proposed as a means to increase enrollment in Neag courses by students not necessarily enrolled in a Neag-related degree program. The course would be open to graduate and undergraduate students with slightly different requirements for masters or doctoral students.

## **Course Syllabus**

*(Including course description and course outline)*

Education is a political endeavor. Our collective choices around curriculum, what we deem to constitute proficiency (and for whom), and even the school calendar all reflect a particular set of values and beliefs. At the same time education also reflects our aspirations as a society. Educational attainment is ever more critical to ensuring social mobility and opportunity. However, access to quality education remains inequitably distributed across our nation with education often serving to reinforce existing inequities rather than mitigate them. In this way, those with power are also those who have succeeded and have been granted those opportunities. They also are those who most often determine the policies to which all schools are held accountable.

At the same time, education impacts the public good far beyond what occurs within the schoolhouse walls. Today, the education system employs many within our economy and commands a sizeable portion of state and local government budgets. In this way, education policy is economic policy, influencing not only our children but all citizens whether they are currently in the system or not.

This course examines the history and current trajectory of education policy in the United States. We take an approach that considers the intersection between key policy-making institutions (e.g., the federal government, state education agencies, courts), the actors generating and enacting those policies (e.g. unions, political groups, teachers, parents, etc.) and their impacts on students and their opportunities. This integrated perspective will frame our approach as we consider past conflicts that have shaped current debates. We will draw on a variety of theoretical frameworks including economics, political science, and organization theory to understand the multifaceted and complex nature of the American public education system and the players within it. Students should leave the class with a deep understanding of how current conflicts in education have come to be, a strong ability to critically analyze any viewpoint related to education policy or reform, and a deeper sense of their own beliefs and values regarding future policy directions.

See attached syllabus for more detail.

**EDLR 3600: Educational Policy & Reform**  
**The University of Connecticut**  
**Neag School of Education**  
**Department of Educational Leadership**

**Instructor:** Faculty

**Office:** Gentry

**Phone:** (860) 486-000

**E-Mail:** [faculty@uconn.edu](mailto:faculty@uconn.edu)

**Office Hours:** By appointment.

**Time:** TBA

**Class Room:** Gentry 217B

**Course Overview**

Education is a political endeavor. Our collective choices around curriculum, what we deem to constitute proficiency (and for whom), and even the school calendar all reflect a particular set of values and beliefs. At the same time education also reflects our aspirations as a society. Educational attainment is ever more critical to ensuring social mobility and opportunity. However, access to quality education remains inequitably distributed across our nation with education often serving to reinforce existing inequities rather than mitigate them. In this way, those with power are also those who have succeeded and have been granted those opportunities. They also are those who most often determine the policies to which all schools are held accountable.

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**Course Goals:**

1. Understand and appreciate the history of American education policy from the late 19<sup>th</sup> century through the present.
2. Be able to analyze current topics in education policy and develop an understanding for the key issues driving reform in U.S. education today.
3. Identify opportunities for using key policy levers to drive change in large, bureaucratic systems.

**Required Text:**

Tyack, D. B., & Cuban, L. (1995). *Tinkering Toward Utopia*. Cambridge, MA: Harvard University Press.

### **Suggested Texts:**

Tyack, D. (1974). *The One Best System* (Vol. 18). Cambridge, MA: Harvard University Press.

Grubb, W. N., & Lazerson, M. (2009). *The Education Gospel*. Cambridge, MA: Harvard University Press.

Goldstein, D. (2014). *The Teacher Wars: A History of America's Most Embattled Profession*. New York, NY: Doubleday.

### **Requirements & Evaluation:**

Satisfactory engagement in the course will include student participation in in-class and online discussions, the writing of five one-page policy memos, and the submission of a research-based position paper. Students must complete and submit all elements for a grade in order to earn credit. The relative weight and detail regarding assignments is outlined below, as is a scale for calculating final course grades.

Participation	20%
Policy Memos (5 assigned)	36% (9% each for 4 memos– lowest score of the 5 will be dropped)
Research Position Paper	44%

### **Grading Scale**

A+ 100-99%

A 98-93%

A- 92-90%

B+ 89-87%

B 86-83%

B- 82-80%

C+ 79-77%

C 76-73%

C- 72-70%

**Participation:** Participation will consist of actively discussing course readings in class, as well as posting and responding to posts as part of weekly online discussion threads.

**Written assignments:** The written assignments for the course consist of weekly analytic memos and a final research paper.

- Analytic Memos: The goal of the memos is to analyze the key ideas from the corresponding section of the course and to create coherent and well-evidenced arguments. To do this, students must critically assess and analyze the theoretical framework and/or empirical findings discussed in the readings. Memos will be limited to **one single-spaced page** only and should not spend more than one-two sentences summarizing the reading. Memos will be graded on a  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  scale and the lowest score of the 5 memos will be dropped.
- Research paper: the final paper of 8-10 pages should draw on course readings and outside sources to analyze a policy, political issue, problem, debate, or decision of your choice. Students will submit a one-paragraph description of their topic by the third week of class for review and feedback.

Formal descriptions and rubrics associated with the assignments will be given in class.

Class Session	Section	Topic
1	<b>The Origins and Expansion of Mass Education in the U.S.</b>	Why Public Education
2		The Birth of Teachers' Unions
3	<i><b>Democratic Reforms: Expanding Access to Educational Opportunity (1954-1983)</b></i>	The great society and its role in education reform
4		School Integration
5		The growth of collective bargaining
6		School Boards and Urban School Politics
7	<i><b>Excellence Reforms: From A Nation at Risk to NCLB (1983-2009)</b></i>	The Birth of Test-Based Accountability
8		Debating Test-Based Accountability
9		Generating and Expanding School Choice
10		Charter Schools
11	<i><b>Current Reforms: NCLB and Beyond (2009-onwards)</b></i>	Enhancing Teacher Quality
12		RTTT
13		Re(authorization) ?
14		Common Core
15		ESEA Waivers

### **Academic Integrity**

Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on *Academic Integrity in Graduate Education and Research* contained in the May 2001 edition of the University of Connecticut *Responsibilities for Community Life: The Student Code*. Students are responsible for the understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the Graduate School, and a student in the event of alleged misconduct.

### **Observance of Religious Holidays**

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

### **Reasonable Accommodation**

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

### **Notice of Revision of the Course Syllabus**



his syllabus may be revised during the semester. Students will be notified of revisions in a timely manner.

### **Late Work**

Please complete reading and written assignments by the due date. Points will be deducted for papers submitted after the due date. Remember that **both** the content and quality of your writing products are very important. If there are extenuating circumstances for which you require an extension, please arrange an appointment to discuss this with us.

### **Incompletes**

Our policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the graduate school calendar. All requests for Incompletes must be made in writing, 1 week before the last day of classes.

### **Proposed Readings:**

Claudia Goldin, "The Human Capital Century," *Education Next*, Vol. 3, no. 1 (2003), pp. 73-78.

Christopher Cross, *Political Education: National Policy Comes of Age* (Teachers College Press, 2003), pp. xiii-xv.

Elizabeth U. Cascio, Nora E. Gordon, and Sarah J. Reber, "Federal Aid and Equality of Educational Opportunity: Evidence from the Introduction of Title I in the South," NBER Working Paper No. 17155 (2011).

James E. Ryan, "The Real Lessons of School Desegregation," in Joshua M. Dunn and Martin R. West, eds., *From Schoolhouse to Courthouse: The Judiciary's Role in American Education* (Brookings Institution Press, 2009), pp. 73-95.

Richard D. Kahlenberg, "The History of Collective Bargaining among Teachers," in Jane Hannaway and Andrew J. Rotherham, eds., *Collective Bargaining in Education* (Harvard Education Press, 2006), pp. 7-25.

Charles M. Payne, *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools* (Harvard Education Press, 2008), pp. 121-152.

The National Commission on Excellence in Education, "A Nation at Risk: The Imperative for Education Reform," (Government Printing Office, 1983).

Richard F. Elmore, Charles H. Abelson, and Susan Fuhrmann. "The New Accountability in State Education Reform: From Process to Performance," in Helen F. Ladd, ed., *Holding Schools Accountable: Performance-Based Reform in Education* (Brookings Institution Press, 1996), pp. 65-98.

Supovitz, Jonathan, "Can high stakes testing leverage educational improvement? Prospects from the last decade of testing and accountability reform." *Journal of Educational Change*, vol. 10, nos. 2-3 (2009), pp. 211-227.

Thomas S. Dee and Brian A. Jacob, "Evaluating NCLB." *Education Next*, vol. 10, no. 3 (2010), pp. 54-61.

Martin R. West, "Is Retaining Students in the Early Grades Self-Defeating?" Brookings Institution Center for Children and Families (2012).

Tony Wagner, "Rigor Redefined," *Educational Leadership*, vol. 66, no. 2 (2008), pp. 20-25.

Eric A. Hanushek, (2003). "The Failure of Input-based Schooling Policies," *The Economic Journal*, Vol. 113, no. 1, pp. F64-F98.

John E. Chubb, and Terry M. Moe, *Politics, Markets, and America's Schools*. (Brookings Institution Press, 1990), pp. 26-68.

Richard J. Murnane and David K. Cohen, "Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive," *Harvard Educational Review*, vol. 56, no. 1 (1986), pp. 1-17.

Andy Smarick, "Toothless Reform," *Education Next*, vol. 10, no. 2 (2010), pp. 14-22.

Raj Chetty, John Friedman, and Jonah Rockoff," *Education Next*, vol. 12, no. 3 (2012),

Karen L. Mapp, "Title I and Parental Involvement: Lessons from the Past, Recommendations for the Future," Center for American Progress (2012).



## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

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

COURSE NUMBER 3550

Current ☐ Proposed x☒

COURSE TITLE Sport Management Senior Seminar

INITIATING DEPARTMENT EDLR

CONTACT PERSON Laura Burton U-BOX 3093

TELEPHONE 6-3095 E-MAIL laura.burton@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Laura Burton, Jennifer McGarry,  
Joseph Cooper

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#### **ACTION REQUESTED (check all that apply)**

Course: x☒ new ☐ revision ☐ dropping course

Program/certificate/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

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#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI ☐ EDLR ☐ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE:**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Sport Management Senior Seminar 3 credits (instructor consent)

To offer the opportunity for the student to gain an understanding of the importance of career building skills and utilize these skills to assist in securing an internship or entry-level position in the sport industry.

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

This course is being proposed as a seminar course to be offered to undergraduate seniors in the Sport Management program. This course will focus on career preparation, the transition from student to professional, and the development and maintenance of networks in the sport industry.

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

Attached file name Syllabus\_EDLR3xxx\_Senior Seminar

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

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

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS:**

**1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

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

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

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

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

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

**Complete the following sections ONLY if you are proposing to:**

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

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

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

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

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

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

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

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

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM, CERTIFICATE OR CONCENTRATION**

**1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME**

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

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

Semester sequence attached [Filename         ]

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

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



## Syllabus –

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### Course and Instructor Information

**Course Title:** Sport Management Senior Seminar – Professional Development

**Credits:** 3

**Prerequisites:** Instructor approval

**Professor:** Sport Management Faculty

**Email:**

**Telephone:**

**Office Hours/Availability:**

### Course Materials

#### Required Materials:

Item 1: Kaplan, R.S. (2013). What you are really meant to do. A road map for reaching your unique potential. Harvard Business School Publishing.

<http://www.amazon.com/What-Youre-Really-Meant-Potential/dp/1422189902>

Item 2: Getting the Mentoring You Need

<https://cb.hbsp.harvard.edu/cbmp/product/11959-PDF-ENG>

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.*

### Course Description

To offer the opportunity for the student to gain an understanding of the importance of career building skills and utilize these skills to assist in securing an internship or entry-level position in the sport industry. During this course students will conduct examine the importance of self-awareness and self-exploration as important skills toward career development, career enhancement, and overall career satisfaction. The concept of the life course will also be explored in more detail, including how shifts in life course impact career selection and development. Mentorship, sponsorship and networking will also be examined with an emphasis on developing these skills and relationships in support of career development.

### Course Objectives

By the end of the semester, students should be able to:

1. Describe their personal values, temperament, personality, and interests as they relate to assessing your ideal career.
2. Define their career aspirations using the life course theory to help guide these decisions.
3. Identify barriers and challenges to their career aspirations and develop initial strategies to help overcome the identified barriers.
4. Identify opportunities, resources, and supports to their career aspirations and develop initial strategies to utilize these opportunities, resources, and supports.
5. Critically analyze the sport sector relative to their area of interest (e.g., intercollegiate sport, professional sport, sport for development, international sport) recognizing ethical issues/challenges related to that sector and describing current and future challenges facing the sector.
6. Describe the importance of mentors and sponsors as supportive to their career development.
7. Develop and utilize strategies to identify career mentors and sponsors.
8. Develop and utilize strategies to create a network of individuals to enhance career development.

### Course Outline

Week	Class	Topics / Assignments	Reading
1		Introduction to the seminar	
2		Know Thy Self	Kaplan Chps 1-2 HuskyCT Week 2
3		Continuing to Know Thy Self... Career Services evaluations (HuskyCT)	Kaplan Chps 3-4 Husky CT Week 3
4		Make the Most of Your Opportunities	Kaplan Chp 5-6
5		The Extra Mile	Kaplan Chps 7-8
6		The Road Map	Kaplan Chp 9 HuskyCT Week 6
7		Understanding Your Life Path	HuskyCT Week 7
8			

<b>9</b>	<b>Spring Recess – no classes</b>	
<b>10</b>	Recognizing Opportunities & Identifying Challenges	HuskyCT Week 10
<b>11</b>	Importance of mentorship	HuskyCT Week 11
<b>12</b>	Case Study Discussion with Alumni	
<b>13</b>	Student topic selections	
<b>14</b>	Student topic selections	
<b>15</b>	Student topic selections	
<b>Final Project Due date TBD</b>		

### Course Requirements and Grading

#### Course Requirements

1. Attend class – this is an absolute necessity if you are to do well in the course. Seminar classes require students to actively engage in meaningful discussion around the topics covered in the readings and materials assigned.
2. Complete all journals/assignments/case studies PRIOR to class due date.
3. Weekly discussion of teamworkonline.com MVP Career Coaching Tips newsletter. Each week two students will lead a discussion of two important articles read on the weekly newsletter. Students must register for MVP Access using their UCONN account. New emails arrive each Monday/Tuesday. The students responsible for leading the discussion will identify the article and notify the class by Wednesday at 5pm via HuskyCT email.
4. Attend three seminars/talks/workshops related to your career development and write up a one page summative evaluation of the event and how the information has contributed to your career development. In addition, all students are required to attend Careers in Sports night February 26<sup>th</sup>. Details to follow.
5. Reflective journal after the completion of each chapter in the Kaplan book. A series of Suggested Follow-up Steps are included at the end of each chapter. Complete these follow-up steps as a part of the reflective journal. When the book is completed, weekly journals will be submitted for the week's readings.
5. Alumni networking assignment You will do ONE of the following assignments (due xx):
  - a. Conduct an interview with a UCONN alumnus/a working in a position or organization to which you aspire to work.
  - b. You will participate in a mock job interview with an alumnus/a who would hire someone for an entry-level position to which you may apply. (More details regarding these assignments are included in HuskyCT).

## 6. Completion of Group project – Presentation of Learning

### Presentation of Learning

During last week of classes, senior seminar students will provide an interactive presentation to the junior sport management majors, incoming sport management students, and other invited guests (e.g. SBA), on the key takeaways from the course. One hour will be allotted for the presentation including time for questions from the audience.

1. This presentation should include a segment from each focal area of the semester (i.e., what you're really meant to do, know thyself, make the most of your opportunities, and the extra mile).
2. The presentation should leave the audience with key recommendations for action steps (e.g., What do you wish you would have known when you were in their shoes? What do you wish you would have taken advantage of that could have helped you as you prepare to graduate?)
3. Each member of the class should have an equitable role in the preparation and presentation of the material. Each group member will also be asked to complete a confidential evaluation of the other students' contributions to the presentation of learning.
4. The group must also submit their slides and notes for the presentation one week prior to the scheduled date (TBD), and participate in a mock presentation that day in class to prepare for the actual presentation.
5. Additional details pertaining to the group presentation will be provided over the course of the semester.

### Summary of Course Grading:

Course Components	Weight
Discussion and Activity participation (in-class) / Alumni Assignments	25%
Teamworkonline.com newsletter discussion	5%
Weekly Journals / Assignments / Case Studies	20%
Seminar participation & evaluation	20%
Group Final project	30%

### Grading Scale

Grade	Letter Grade	GPA
94-100	A	4.0
90-93	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3

63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

## Late Policy

Permission must be obtained from instructor **at least 24 hours** in advance for any written assignment in late. Students will be required to show documentation regarding the reason for late assignments in order for permission to be granted. In emergency circumstances, students will notify the instructor, **AS SOON AS POSSIBLE**. Without such permission, the grade will be lowered by 10% for each day late. Late assignments will not be accepted without instructor consent.

## Feedback and Grades

We will make every effort to provide feedback and grades within 7-10 days of the due dates. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

### Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

### Sexual Assault Reporting Policy

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

### Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

### Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

### Academic Support Resources

#### UConn Writing Center

<http://writingcenter.uconn.edu/>

### Students with Disabilities

Please contact one of us during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

### Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.



## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

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

COURSE NUMBER 2001

Current ☐ Proposed x☐

COURSE TITLE Contemporary Social Issues in Sport

INITIATING DEPARTMENT EDLR

CONTACT PERSON Laura Burton U-BOX 3093

TELEPHONE 6-3095 E-MAIL laura.burton@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Laura Burton, Justin Evanovich, other faculty in Sport Management

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#### **ACTION REQUESTED (check all that apply)**

Course: x☐ new ☐ revision ☐ dropping course

Program/certificate/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

---

#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI ☐ EDLR ☐ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**



**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE:**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Contemporary Social Issues in Sport

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

This course is being proposed as a General Education course that will expose students to contemporary issues in the domain of sport. We intend to offer this course to students across the university so as to expose them to the domain of sport as a social institution and one that is also associated with a field of study (sport management).

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

Attached file name Syllabus\_EDLR2xxx

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

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

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS:**

**1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

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

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

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

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

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

Complete the following sections **ONLY** if you are proposing to:

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

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

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

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

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

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

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

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

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM, CERTIFICATE OR CONCENTRATION**

**1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME**

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

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

Semester sequence attached [Filename         ]

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

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

## Syllabus -

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### Course and Instructor Information

**Course Title:** Contemporary Social Issues in Sport

**Location/Meeting Times:**

**Professor:** Sport Management Faculty

**Email:**

**Telephone:**

**Other:**

**Office Hours/Availability:**

### Course Materials

#### Required Materials:

Woods, R. (2015). Issues in Sport. Human Kinetics. ISBN: 9781450495202

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.*

### Course Description

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race(ethnicity), differing physical and intellectual ability, sexual identity, gender identity.

### Course Objectives

By the end of the semester, students should be able to:

1. Analyze and discuss current issues impacting sport in American culture and how American culture impacts sport.
2. Critically evaluate these issues and analyze the impact of these issues on the individual participant and/or spectator, impact at the local, state and national level, and also the impact on the social institution of sport.

3. Articulate the impact of sport on society and the impact of society on the institution of sport.

4. Formulate actionable steps to help address a current issues in sport to be implemented at either the individual, local, state, or national level.

### Course Outline

Week	Class	Topics / Assignments	Reading(s)
1			
		Introduction to Course	
		What is Sport?	Text Chapter 1
2			
		How Do We Study Sport?	Text Chapter 2
		How Do We Study Sport?	Text Chapter 2 / HuskyCT readings
3			
		Youth Sport	Text Chapter 6
		Youth Sport / Interscholastic Sport	Text Chapter 7 (pp. 119-128) HuskyCT readings
4			
		Intercollegiate Sport	Text Chapter 5 (pp.128-144)
		Intercollegiate Sport	HuskyCT Readings
5			
		International Sport / Olympics	Text Chapters 7 & 8
		Exam 1	
6			
		Sporting Behavior	Text Chapter 9
		Race / Ethnicity & Sport	Text Chapter 10
		Position Paper #1 due	
7			
		Race / Ethnicity & Sport	HuskyCT Readings
		Women and Sport	Text Chapter 12
8			
		Women and Sport	HuskyCT Readings
		LGBT Persons and Sport	HuskyCT Readings
9			
		Exam 2	
		LGBT Persons and Sport	Text Chapter 14 / HuskyCT Readings

10		
	Sport and Disability	Text Chapter 14
	Social Class and Sport	Text Chapter 13
	Position Paper #2 due	
11		
	Religion and Sport	Text Chapter 15
	Politics and Sport	Text Chapter 16
12		
	11/19 Exam 3	
	11/20 Development through Sport	Text Chapter 17
13	<i>Thanksgiving Break</i>	
14		
	Development through Sport	Text Chapter 17 / HuskyCT Readings
	Deviance and Sport	Text Chapter 18
	Position Paper # 3 due	
15		
	Coaching Sport	Text Chapter 19
	Future Trends	Text Chapter 20
	Final Exam	

### Course Requirements and Grading

#### Course Requirements

1. Attend class - a significant portion of exam content will come from class discussion. You will also be responsible for participating in in-class group assignments. Those assignments will be graded. There will also be pop-quizzes or discussions of current issues EVERY class that will also be included as discussion points.
2. Complete all reading assignments before class. This is a three-step process. First, skim through the chapter, noting chapter topics. Second, read the chapter thoroughly, taking notes and/or highlighting major concepts you read. Third, complete the discussion questions. This will allow for a more complete understanding of the reading.
3. Prepare for exams - Review class notes and reading assignments. Attend class.
4. Complete Issues in Sport position papers. Each student is required to write **three** position papers throughout the semester. Position papers are due on the day designated for the assigned topic. (See further details in section below).

#### Summary of Course Grading:

Course Components	Weight
Weekly in-class quizzes/discussions	25%
Issues in Sport position papers	35%
Exams	40%



## **Issues in Sport - Position Papers**

You will research and analyze an issue in sport, using course content to assist in your analysis. You are to take a position on the issue you have identified, and referencing appropriate lecture materials, readings, and additional sources, justify your position, while acknowledging alternative points of view. After you have identified your position on this issue, you must provide a detailed plan of action to help address this issue - this action plan could be increasing awareness of the issue, advocating for new legislation, suggestions for new policies or changes to existing policies, etc. There is not one 'correct' way to address each issue; you are encouraged to develop a thoughtful, well supported, and realistic plan of action that you believe will help to address the issue you have identified.

This website <http://www.studygs.net/wrtstr9.htm> provides helpful information for writing position papers.

### **Writing a Position Paper**

A position paper presents an arguable opinion about an issue. The goal of a position paper is to convince the reader that your opinion is valid and worth listening to. Ideas that you are considering need to be carefully examined in developing your argument, and organizing your paper. You must be sure you are addressing all sides of the issue and presenting it in a manner that is easy for the reader to understand. Your task is to take one side of the argument and persuade the reader that you have an in-depth understanding of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to address the counterclaims to show that you are well informed about both sides.

### **Analyzing an Issue and Developing an Argument**

Once your topic is selected, you should do some research on the subject matter. While you may already have an opinion on your topic and an idea about which side of the argument you want to take, you need to ensure that your position is well supported. Listing out the pro and con sides of the topic will help you examine your ability to support your claims and counterclaims, along with a list of supporting evidence for both sides. Supporting evidence includes the following:

- Factual Knowledge - Information that is verifiable and agreed upon by almost everyone.
- Statistical Inferences - Interpretation and examples of an accumulation of facts.
- Informed Opinion - Opinion developed through research and/or expertise of the claim.
- Personal Testimony - Personal experience related by a knowledgeable party.

Once you have made your pro and con lists, compare the information side by side. Considering your audience, as well as your own viewpoint, choose the position you will take.

In considering the audience, ask yourself the following questions:

- Who is your audience?
- What do they believe?
- Where do they stand on the issue?
- How are their interests involved?
- What evidence is likely to be effective with them?

You must justify that the position you take is ethical, state the reasons why, and show how you arrived at this point of view.

## **Organization of the Position Paper**

- Thorough, well supported discussion of the issue.
- Discussion of your position relative to the issue.
- Realistic and meaningful plan of action to address the issue.

### Position Paper Guidelines

- 12 point font, Times New Roman - spell check and proofread all work
- 1" margins top/bottom/left/right
- Double spaced
- Each paper should contain **at least 3 sources of information outside of class** (news articles, journal or magazine articles, website information). Reference lists must be included at the end of all papers using APA format. (see <http://lib.uconn.edu/wp-content/uploads/2014/12/apa.pdf>)
- Name and date ONLY - top left (single spaced)
- 3 page minimum - 4 page maximum (no exceptions), not including the reference list.
- Papers must be submitted electronically through HuskyCT prior to class on the day they are due.

### Grading Scale

Grade	Letter Grade	GPA
94-100	A	4.0
90-93	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

### Late Policy & Final Exam Details

Permission must be obtained from instructor **at least 48 hours** in advance to miss any exam or to turn any written assignment in late. Students will be required to show documentation regarding the reason for late assignments/missed exams in order for permission to be granted. In emergency circumstances, students will notify the instructor, **AS SOON AS POSSIBLE**. Without such permission, the grade will be lowered by 10% for each day late. Late assignments will not be accepted without instructor consent.

- Students are required to be available for their final exam during the stated time. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam.
- Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy with any questions.

### Feedback and Grades

I will make every effort to provide feedback and grades within 10 days of the due dates. To keep track of your performance in the course, refer to My Grades in HuskyCT.

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- [Plagiarism: How to Recognize it and How to Avoid It](#)  
[Citing Sources](#) (includes research, citing and writing resources)

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### Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

### Academic Support Resources

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### Students with Disabilities

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

## Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

# CURRICULA ACTION REQUEST FORM

NEAG School of Education  
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EDLR 1162

Current ☐ Proposed ☒

COURSE TITLE Health and Education in Urban Communities

INITIATING DEPARTMENT EDLR

CONTACT PERSON Danielle DeRosa U-BOX 3093

TELEPHONE E-MAIL danielle.derosa@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) TBD

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## ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision  
☐ experimental ☐ dropping course

Program/concentration: ☒ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2016

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## CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EPSY ☐ EDLR ☐ EDCI

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## INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Health and Education in Urban Communities

Open to all undergraduate students

An introductory course, EDLR1XXX explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service in the Hartford community, class members analyze policies, norms and beliefs in our society. We will consider how these trends may lead us to a more just society and how these may perpetuate injustice.

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

This course will serve as a capacity-building tool for considering health and education in the U.S., with a special consideration for Connecticut, and even more specifically, Hartford, Connecticut. This course will include a service learning component, in which students will travel to Hartford at least 4 times per semester to volunteer with Husky Sport, and is sponsored by the Office of Public Engagement, and registered with a Service Learning designation. In addition to the affiliation with the Office of Public Engagement, this course is also a part of the pipeline of courses associated with Husky Sport, and will at times meet with EDLR 3457 and ELDR 5518: Introduction to Sport-Based Youth Development to discuss relevant topics and participate in larger group activities.

**3. COURSE SYLLABUS** (including course description and course outline)  
Attached file name EDLR1XXX Health and Education in Urban  
Communities.pdf

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

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (undergraduate course) [attached yes]
- d. Graduate School Transmittal form (if graduate course) [attached no]

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS**

**1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

**2. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

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

**4. COURSE SYLLABUS** (including course description and course outline)

Attached file name

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

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



**Complete the following sections ONLY if you are proposing to:**

**DROP A COURSE**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

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

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

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CONCENTRATION CHANGES**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

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

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

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

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

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM OR CONCENTRATION**

**1. PROPOSED PROGRAM/CONCENTRATION NAME**

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

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

Semester sequence attached [Filename         ]

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

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

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

## **EDLR 1162: Health & Education in Urban Communities**

### **Course Description & Organization**

An introductory course, EDLR 1162 explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service in the Hartford community, class members analyze policies, norms and beliefs in our society. We will consider how these trends may lead us to a more just society and how these may perpetuate injustice.

The course is organized into the following considerations:

**Consideration 1:** Healthy and Wealthy in America: What are the multiple ways to explain one's health and wealth in American society?

**Consideration 2:** Being normal in America: How does what society considers "normal" affect our experiences in school and out of school?

**Consideration 3:** The call to action in America: How does reform pursue (in)equity?

### **Course Objectives**

As a result of completing EDLR 1162, "Health & Education in Urban Communities," students will be able to:

1. Analyze social forces and factors at play in given communities as they relate to service learning participants and initiatives
  - a. Identify socioeconomic and sociopolitical forces in a given community
  - b. Display an awareness of forces in context of:
    - i. Education
    - ii. Health
    - iii. Race
    - iv. White Privilege
    - v. Class
2. Apply fundamental service learning practice to a given community situation
  - a. Interact effectively with community partners/participants
    - i. Observing
    - ii. Listening
  - b. Identify community needs
3. Reflect on the role of the student:
  - a. In service learning settings
  - b. As an individual
  - c. The place of service within their system of values
  - d. As a member of a group/class
  - e. As a representative of UConn and Husky Sport
  - f. As a lifelong learner
  - g. As a global citizen and member of the global community

**Course Texts:** Readings will be provided by instructor via Husky CT.

### **Course Requirements**

**1. Writing:** Each student will write 2 papers. Both are expected to cite required readings, movies, and class discussions, as well as the student's thoughts about what is being learned in EDLR 1162. These papers are private exchanges between the instructor and student and are treated that way.

**Writing #1:** To what extent do you consider yourself healthy & wealthy? Take some time to think about your own history – schools attended, family & home community, opportunities you were afforded or not. In your opinion, how have these experiences affected your current health and wealth? The reflection paper should be 2-3 pages.

**Writing #2 Op-Ed:** As a way to give you the opportunity to reflect on forces and factors at play within our society and display your awareness and knowledge on these issues discussed in the course, you will be tasked with writing an Op-Ed! While the focus of your attention is your choice, you will be asked to concentrate on an issue contained in one of the following topics: Education, Health, Race, Class or White Privilege. Your Op-Ed can be a call to action (persuasive piece) or informational to spark awareness. The Op-Ed piece should be 500 words or less (example <http://www.post-gazette.com/stories/opinion/perspectives/kids-dont-learn-just-in-classrooms-239728/>).

**These papers should be emailed as an attachment to the instructor by midnight of the due date.**

**2. Class Participation:** The class participation grade will be based on class discussion, as well as participation in peer “Media Share” presentations.

Missing class automatically results in a 0/100 for class participation that day.

**3. Service Learning Site Visits:** Students are required to attend a minimum of 4 service opportunities throughout the semester with Husky Sport programs. In order to receive credit for your hours, you must turn in a completed service form with a signature of the site supervisor.

### **Grade Breakdown**

Reflection Papers	40% (2 papers x 20% each)
Service Learning Site Visits	25%
Class Participation	20%
Media Share	15%
<b>Total</b>	<b>100%</b>

### **Grading Scale**

A= 100-92      A-=91.9-90      B+=89.9-88      B=87.9-82      B-=81.9-80      C+=79.9-78      C=77.9-72  
C-=71.9-70      D+=69.9-68      D=67.9-62      D-=61.9-60      F=59.9 and below

**\*\*ASSIGNMENTS WILL BE PENALIZED ½ LETTER GRADE FOR EVERY DAY LATE**

### **Other Important Information**

- Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please see the UCONN student code at [http://www.dosa.uconn.edu/student\\_code.cfm?sm=yes&from=im&fn=Judicial.Affairs#appenda](http://www.dosa.uconn.edu/student_code.cfm?sm=yes&from=im&fn=Judicial.Affairs#appenda)
- At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Center for Students with Disabilities. More information can be found at <http://www.csd.uconn.edu/>

### Class and Assignment Schedule

Class	Class Topic	Assignment Due
<i>Consideration 1: Healthy &amp; Wealthy: What are the multiple ways to explain one's health &amp; wealth in American society?</i>		
Week 1	Review Syllabus & Assignments	Review Syllabus & Assignments
Week 2	Introduction to Service, and its relationship to course. Service sites overview, transportation & logistics <i>*Panel with EDLR 3457</i>	Introduction to Service, and its relationship to course. Service sites overview, transportation & logistics
Week 3	Film Discussion: Intersection of school, health, nutrition & physical/social environment	<b>Watch</b> Unnatural Causes "In Sickness and in Wealth"
Week 4	Defining and analyzing success	<b>Read</b> Excerpts from Outliers
Week 5	Sport-based Youth Development Toolkit	
<i>Consideration 2: How does what society considers "normal" affect our experiences in school &amp; out of school?</i>		
Week 6	Historical racial and ethnic injustice & present day outcomes	<b>Read</b> Lui, Ch. 1 in Color of Wealth
Week 7	Reflection #1 Due	<b>Read</b> McIntosh, P. Invisible Knapsack
Week 8	Combine with EDLR 3457	<b>Writing #1 Reflection Due</b>
Week 9	Looking at our multiple identities <i>* Media Share 1</i>	
Week 10	The use of language & ideas of 'normal'	<b>Read</b> Lake, R. Indian Father's Plea
<i>Consideration 3: The call to action in America: How does reform pursue (in)equity?</i>		
Week 11	Film Discussion <i>* Media Share 3.</i>	<b>Watch</b> Waiting for Superman
Week 12	Film Discussion continued, and discussion and implications of school reform  <i>*Combine with EDLR 3457</i>	<b>Listen</b> to Diane Ravitch response to Waiting for Superman on YouTube
4/23 13	School reform revisited <i>* Media Share 4.</i>	
Week 14		<b>Writing #2 Op-Ed Due</b>

*\*changes may be made to course curriculum, dates, and additional readings may be added*

# CURRICULA ACTION REQUEST FORM

NEAG School of Education  
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY6639

Current ☐ Proposed ☒

COURSE TITLE Advanced Techniques for Psychometric Research

INITIATING DEPARTMENT EPSY

CONTACT PERSON H. Jane Rogers U-BOX 2064

TELEPHONE (860) 486-1244 E-MAIL jane.rogers@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) H. Jane Rogers

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## ACTION REQUESTED (check all that apply)

Course: ☒ new ☐ revision  
☐ experimental ☐ dropping course

Program/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Year:

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## CIRCULATION TO

### DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EPSY ☐ EDLR ☐ EDCI

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## INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Title: Advanced Techniques for Psychometric Research

Catalog copy:

A specialized course that focuses on Monte Carlo techniques for psychometric research. Students will learn how to design and carry out research studies for investigating new and existing psychometric and statistical procedures using simulated data. Coverage includes estimation procedures for linear and nonlinear models for observed and latent variables. Students will develop their own custom computer programs and use existing software packages. Programs will primarily be written in Fortran 90.

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

Psychometric researchers need a variety of specialized skills to be able to conduct original research in the field. In particular, researchers need to be able to design and carry out simulation studies to implement, evaluate, and compare new and existing psychometric procedures. Many of the techniques used in the field are either not available or are difficult to implement in standard computer packages. The ability to write one's own specialized programs to directly and efficiently simulate data according to models of interest and perform psychometric analyses confers an enormous advantage on the researcher. Additionally, where computer packages do exist, it is often time-consuming and labor intensive to extract and summarize results. Simply having the skills to write programs to call computer packages, run procedures, and organize results opens up research opportunities that would otherwise not be accessible to the researcher.

Many of the programs used by psychometric researchers are written in Fortran. Fortran is a high-level computer language that is ideal for statistical and psychometric simulations due to its speed and accuracy in numerical computations. While many researchers today use the R language and environment, R can be very slow for simulations. Moreover, Fortran code is easily integrated into R, making it possible to take advantage of existing R



packages while creating customized solutions. For these reasons, the focus of this course is on writing Fortran programs for psychometric research and applications.

A secondary, but important, purpose of the course is to strengthen students' knowledge of linear and nonlinear models for observed and latent variables and give them a deeper understanding of estimation procedures and other statistical techniques than they gain in other classes. Students will also improve their critical thinking and problem-solving skills as they learn to trouble-shoot errors in programs.

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

Attached file name EPSY6639 Course Proposal.docx

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

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

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS**

**1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

**2. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

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

**4. COURSE SYLLABUS** (including course description and course outline)

Attached file name

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

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

**Complete the following sections ONLY if you are proposing to:**

**DROP A COURSE**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

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

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

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CONCENTRATION CHANGES**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

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

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

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

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

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM OR CONCENTRATION**

**1. PROPOSED PROGRAM/CONCENTRATION NAME**

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

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

Semester sequence attached [Filename            ]

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

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

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.



## **EPSY6639: Advanced Techniques for Psychometric Research**

### **Syllabus – Spring 2016**

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### **Course and Instructor Information**

**Course Title:** Advanced Techniques for Psychometric Research  
**Credits:** 3  
**Department:** Educational Psychology  
**Prerequisites:** EPSY5607, EPSY5602 or equivalents  
**Professor:** [H. Jane Rogers](#)  
**Office:** 338 Gentry  
**Email:** [jane.rogers@uconn.edu](mailto:jane.rogers@uconn.edu)  
**Telephone:** (860) 486-1244  
**Office Hours/Availability:** Monday 12:30-2:30, Tues. 10:00-12:00 and by appointment

### **Course Materials**

There is no text required for this course, as there are extensive instructional materials freely available online. Links to tutorials and online resources are provided in the Husky CT course folder. Course notes will be provided for some topics. A Fortran compiler called Simply Fortran has been installed in the computer lab; personal copies can be purchased as a download for \$99 (<http://simplyfortran.com/>). If you plan to continue writing your own programs after this course, this compiler is an excellent investment. There are several free compilers available as of this time; Silverfrost (<http://www.silverfrost.com>) is one that has an integrated development environment.

### **Course Description**

#### **Graduate Course Catalog Description**

A specialized course that focuses on Monte Carlo techniques for psychometric research. Students will learn how to design and carry out research studies for investigating new and existing psychometric and statistical procedures using simulated data. Coverage includes estimation procedures for linear and nonlinear models for observed and latent variables. Students will develop their own custom computer programs and use existing software packages. Programs will primarily be written in Fortran 90.

## **Course Overview**

Psychometric researchers need a variety of specialized skills to be able to conduct original research in the field. In particular, researchers need to be able to design and carry out simulation studies to implement, evaluate, and compare new and existing psychometric procedures. Many of the techniques used in the field are either not available or are difficult to implement in standard computer packages. The ability to write one's own specialized programs to directly and efficiently simulate data according to models of interest and perform psychometric analyses confers an enormous advantage on the researcher. Additionally, where computer packages do exist, it is often time-consuming and labor intensive to extract and summarize results. Simply having the skills to write programs to call computer packages, run procedures, and organize results opens up research opportunities that would otherwise not be accessible to the researcher.

Many of the programs used by psychometric researchers are written in Fortran. Fortran is a high-level computer language that is ideal for statistical and psychometric simulations due to its speed and accuracy in numerical computations. While many researchers today use the R language and environment, R can be very slow for simulations. Moreover, Fortran code is easily integrated into R, making it possible to take advantage of existing R packages while creating customized solutions. For these reasons, the focus of this course is on writing Fortran programs for psychometric research and applications.

A secondary, but important, purpose of the course is to strengthen students' knowledge of linear and nonlinear models for observed and latent variables and give them a deeper understanding of estimation procedures and other statistical techniques than they gain in other classes. Students will also improve their critical thinking and problem-solving skills as they learn to trouble-shoot errors in programs.

## **Course Objectives**

At the end of the course, students will be able to

1. write Fortran programs for data manipulation and management;
2. simulate data according to a variety of statistical and psychometric models;
3. analyze data using appropriate statistical and psychometric techniques;
4. perform Monte Carlo studies in educational statistics and psychometrics.

## Course Outline

Week	Topic	Assignment
1	Overview of psychometric simulation research Introduction to Fortran Structure of Fortran programs Variable types and declarations Rules and good practice for writing programs	Assignment 1: Compiling and running simple programs. Several small programs to perform simple conversions and calculations.
2	Algebraic operations Conditional statements DO loops	Assignment 2: Program to calculate mean and standard deviation of scores entered by the user
3	Input and output Format statements Vectors and arrays	Assignment 3: Extension of Program 2 to read item response data from input file, calculate total scores, compute mean and standard deviation, and write results to output file
4	Random number generation Generation of data from uniform, normal, and other distributions Subroutines	Assignment 4: Program to generate a sample from a distribution specified by the user, construct a frequency distribution, and calculate descriptive statistics
5	Basic simulation design Constructing a sampling distribution	Assignment 5: Program to perform classical item analyses on item response data (item difficulty, discrimination, distractor analysis)
6	More on sampling distributions Bootstrapping standard errors	Midterm Part 1: Program to construct the sampling distribution of the mean for various populations and sample sizes
7	Generating data according for a multiple linear regression model; Least-squares estimation of model parameters	Midterm Part 2: Effect of violation of assumptions on independent samples t-test.
8	Least squares estimation of regression parameters (cont.)	Assignment 6 Part 1: Program to generate linear regression data <b><i>Begin working on Final project</i></b>



<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
9	Maximum likelihood estimation using the Newton-Raphson procedure: application to linear regression	Assignment 6 Part 2: Extension of Program 6 to estimate coefficients
10	MLE for linear regression (cont.)	Complete Assignment 6
11	Maximum likelihood estimation using the Newton-Raphson procedure: application to logistic regression	Assignment 7 Part 1: Program to generate logistic regression data and estimate coefficients
12	MLE for logistic regression (cont.)	Assignment 7 Part 2: Extension of Program 7 to build in and test group differences in model parameters
13	Generation of data for latent variable models: Unidimensional linear factor model Unidimensional IRT model	Assignment 8 Part 1: Estimation of latent trait given item parameters for unidimensional IRT models
14	Bayesian estimation Introduction to WinBUGS	Assignment 8 Part 2: Incorporate Bayesian procedures into Program 8
15	Batch files Calling other programs from within Fortran programs Using Fortran with R (if time and interest)	Work on Final project

## Course Requirements and Grading

Assessment will be based on a series of computer programming assignments. There will be an activity for homework each week. Your scores on these will be added and will be worth 60% of your grade. Larger mid-term and final assignments will each be worth 20% of your grade. Emphasis will be placed on developing general and flexible programs and providing complete documentation for each program. Assignments and projects will be graded using the rubric shown below.

### Summary of Course Grading:

Course Components	Points	Weight
Assignments	100	60
Midterm Exam	100	20
Final Exam	100	20
Total		100%

### Component A: Assignments

Each assignment requires you to write a complete program for carrying out a specific task or analysis. Assignments become progressively more complex and may incorporate elements from previous assignments. Programs must be fully documented internally.

### Component B: Midterm Project

The midterm project is a complete simulation study of a familiar statistical procedure: the independent samples t-test. You will generate data for normal and non-normal distributions with equal and unequal variances; conduct replications and generate an empirical sampling distribution of the t-statistic; calculate Type I error rates under all conditions; calculate power for various effect sizes when the assumptions are met. Projects will be graded on the quality of the program as well as the report of the study, written in APA style in the form of a conference paper.

### Component C: Final Project

The final project is a simulation study of your choice related to statistical or psychometric modeling. For example, you may wish to assess accuracy of estimation of parameters of a model of interest under various conditions; compare different procedures for performing a psychometric procedure such as DIF analysis; implement and evaluate the utility of a procedure for a particular purpose; or investigate the effect of violation of assumptions on recovery of model parameters or on the efficacy of a particular procedure. The choice of project should be justified by relevant published studies and must be approved by the instructor prior to beginning work. Projects will be graded on the quality of the program as well as the report of the study, written in APA style in the form of a conference paper.

### Note on Assignments

1. If you get errors that you cannot diagnose, first use the tutorials I put in the course folder along with the Help pages in the compiler, and if you still can't figure out your errors, ask me!
2. Check your output to make sure it is CORRECT, properly formatted, and nicely presented!
3. Please put your name at the top of each program. Each output should include a header containing your name and the assignment number.

4. When specifying output file names, use LASTNAME\_ASST#.OUT.

### Rubric for Assignments

Assignments will be graded according to the following criteria.

Correctness of Code	30%
Correctness of Results	30%
In-program documentation	10%
Error and invalid value trapping	10%
Presentation of output	15%
Efficiency/elegance	5%

### Grading Scale:

Grade	Letter Grade	GPA
96-100	A+	4.3
90-95	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
71-74	B-	2.7
67-70	C+	2.3
63-66	C	2.0
59-62	C-	1.7
56-58	D+	1.3
53-55	D	1.0
50-52	D-	0.7
<50	F	0.0

### Due Dates and Late Policy

Assignments are generally due before the start of class the week after they are assigned, unless otherwise stated in class. The Midterm is due before the start of the Week 8 class. The Final project is due by 11:59pm EST on Friday of exam week. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* All assignments must be submitted on or before the due date, via Husky CT. Prior permission must be received for any exception to this policy. Without prior permission the instructor may either refuse to accept assignments or adjust the grade accordingly.

Deductions for lateness:	5% after two days from due date (end of Friday)
	10% after four days from due date (Monday 9:00am)
	30% after one week from due date (Wednesday BEFORE CLASS)
	No credit after two weeks from due date

### Feedback and Grades

I will make every effort to provide feedback within 7 days of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

### Attendance

Students are expected to attend all classes. It is the student's responsibility to make up for missed classes.



## **Makeup Work for Legitimate Absences**

### **Due to religious beliefs**

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

### **Due to student activities**

Students will be allowed to complete work missed by absence resulting from extracurricular/co-curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Such accommodations are made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities should inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.

## **Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### **Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section on Academic Integrity: [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

### **Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

## **Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the [Graduate Catalog](#)

## **Academic Calendar**

The University's [Academic Calendar](#) contains important semester dates.

## **Academic Support Resources**

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

## **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

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

More information is available at <http://policy.uconn.edu/?p=2884>.

## **Sexual Assault Reporting Policy**

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

More information is available at <http://sexualviolence.uconn.edu/>.

## **Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by



emailing [csd@uconn.edu](mailto:csd@uconn.edu). If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

## **Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

## Request for New/Modified UConn Certificate Program

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### Program information

Name of certificate program<sup>1</sup>: Adolescent Literacy Instruction & Intervention

Name of sponsoring department(s): Curriculum & Instruction

Name of Department Head: Mary Anne Doyle

Name of sponsoring School(s) and/or College(s): Neag School of Education

Department head signatures:

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Dean Signature:

\_\_\_\_\_ Date \_\_\_\_\_

Director of certificate program (appointment status<sup>2</sup> in parentheses): Rachael Gabriel (Assistant Professor)

E-mail address: rachael.gabriel@uconn.edu

Phone number: 860-486-4397

Type of certificate (check all that apply)

☒ Post-baccalaureate (includes 1 or more courses numbered 1000-4999)

☒ Graduate (includes only courses numbered 5000 or above)

☐ Non-Credit

☐ Tuition-based

☐ Fee-based

☐ Online

☒ Hybrid

☒ On Campus (specify campus) Storrs, Avery Point

☐ Other Location<sup>3</sup>

CIP Code: 131202

DHE Code (If available): 00999

Anticipated start date:

August 2015

Anticipated date of first graduation:

May 2016

Projected annual enrollments<sup>4</sup>: 60 (4 courses x 15 students per course)

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<sup>1</sup> If solely a Name Change, indicate old and new name

<sup>2</sup> e.g., Assistant Professor, Associate Professor, Professor, Assistant Professor in Residence

<sup>3</sup> e.g. Offsite, International, Corporate

## Program outline and description of program learning outcomes

**Describe why this certificate program is needed and the target audience it is expected to serve.**

**Include the results of market and competitive analyses.**

Many adolescents graduate high school without advanced literacy skills necessary to succeed in college and the workplace (Carnegie Council on Advancing Adolescent Literacy, 2010). Over the past twenty-five years, the National Assessment of Educational Progress (NAEP) has demonstrated that advances in early literacy instruction and intervention have supported improved student outcomes in first, fourth and 8th grade, and closed achievement gaps between races, genders and students of different socioeconomic status. However, the opposite pattern is true for 12th grade students in US schools<sup>5</sup>. Despite repeated calls for instruction and intervention aimed specifically at the unique needs of adolescent learners, NAEP and other measures consistently demonstrate a crisis in adolescent literacy with scores either stagnating or falling over the past twenty-five years.

We understand the current crisis in adolescent literacy as the confluence of two factors: 1) an unsupported curricular shift from *learning to read* in the primary grades, to *reading to learn* in grades 4-12; and 2) the lack of advanced study in literacy among teachers with secondary and/or content-specific certification. Our proposed program addresses these factors with innovative graduate coursework options specific to adolescent literacy, designed for practicing and pre-service secondary-level teachers.

A pervasive “inoculation fallacy” has informed curricular choices for middle and high school courses in U.S. schools. The logic of this fallacy assumes that once students know how to read, they possess the skills necessary to read any texts presented to them. On the contrary, as students enter middle and high school and engage with departmentalized, discipline-specific instruction both the complexity and variety of texts proliferates exponentially. Students often need continued and increasingly discipline-specific literacy instruction whether they struggled with developing literacy initially or not. Evidence of this can be found in national literacy trends of the past fifty years as well as reviews of the texts students are required to engage with in middle and high school. For example, though U.S. students score well compared to international peers on national and international tests of literacy achievement at the 4th grade level, 8th and 10th graders consistently fare worse than their younger counterparts and international peers because of the increasing proliferation and demands of secondary-level texts<sup>6</sup>. In sum, secondary level curricular goals, assessments and materials assume that adolescents have fully developed literacies to use for learning, and ignore the need to support and develop literacy in the middle and secondary grades.

The inoculation fallacy also pervades course and certification requirements for those certified as secondary or content-specific educators. Following minimums set by state and national accreditation bodies, teacher preparation programs assume secondary-level teachers need content-specific knowledge and pedagogy, but routinely ignore the need for discipline-specific literacy pedagogies. The Neag School of Education has consistently demonstrated a commitment to literacy across content areas by offering an intensive, 2-credit course to all secondary education majors in the spring of their senior year. This certificate program would allow these students to build on the foundation of this course to deepen their expertise in the area of disciplinary literacy.

Though many students lack the foundational literacy skills to excel as text demands proliferate and increase, even those with a solid foundation require explicit instruction to meet the demands of the range of texts included in advanced study across content areas. Adolescents often struggle to develop powerful literacies across content areas because the tasks of secondary courses, and preparation of secondary

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<sup>4</sup> Annual Enrollments (e.g. 4 courses in academic year with 15 students per course = 60)

<sup>5</sup> <http://nces.ed.gov/fastfacts/display.asp?id=147>

<sup>6</sup> <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-i.htm>

teachers, do not provide sufficient support for robust adolescent literacy development. Our proposed program thus has two unique defining features:

1. A focus on disciplinary literacy to support the full range of adolescent readers across the disciplines
2. A commitment to a practice-based model of teacher development

### **A focus on literacy across the disciplines:**

The crisis in adolescent literacy has developed despite efforts to promote content-area literacy (CAL) instruction. CAL tasks all teachers with teaching generic reading, writing and study skills that adolescents can apply to literacy learning across the content areas (Draper, 2002; Brozo, Moorman, Meyer, Stewart, 2013). However, teachers are often resistant, or face considerable barriers to incorporating literacy strategies into their teaching (Bean, 1997; Lesley, 2004; Siebert & Draper, 2008, O'Brien, Stewart & Moje, 1995). Regardless of the source of this resistance, the result is that literacy instruction wanes as students progress in their education even as the literacy tasks become more complex (Lee & Spratley, 2010; Shanahan & Shanahan, 2008).

In offering an alternative approach, proponents of Disciplinary Literacy argue that Content Area Literacy fails to recognize the prominence of the disciplines in middle and secondary education and that each discipline requires unique literacy practices. Unlike Content Area Literacy, which positions the primary difference between the disciplines as their content, Disciplinary Literacy sees the disciplines as “spaces in which knowledge is produced or constructed, rather than as repositories of content knowledge or information” (Moje, 2008, p. 100). Consequently, teaching Disciplinary Literacy to adolescents requires not just the teaching of the discipline-specific strategies required to gather and understand the knowledge each discipline produces, but also learning the tools disciplinary experts use to create, critique and communicate that knowledge (Moje, 2008; Shanahan & Shanahan, 2008; Fang & Coatoam, 2013).

For proponents of Disciplinary Literacy, apprenticeship in those expert practices allows students to develop the “habits of mind” associated with each discipline and to work towards becoming skilled consumers, critics and producers of knowledge within that discipline (Fang & Coatoam, 2013). Proponents of Disciplinary Literacy also argue that this approach will help adolescents: meet the rigorous demands of the Common Core State Standards (Shanahan & Shanahan, 2012), develop critical thinking skills (Fang & Coatam, 2013; Rainey & Moje, 2010) and become informed and engaged citizens (Moje, 2008; Moje, 2007).

Disciplinary Literacy has emerged as a response to the shortcomings of content-area literacy, the difficulty of embedding literacy in the content areas and the critical need to improve the literacy of all adolescents. Yet, our program is unique in its focus on Disciplinary Literacy and on the cutting edge of course development in this area. No other university has a full-length course on the topic; let alone a track that supports its application across the areas of classroom instruction, leadership, assessment and remediation.

### **A commitment to a practice-based model of teacher development**

Following the lead of the Core Practices Consortium and the Neag School of Education's current teacher education redesign efforts, we assert a firm commitment to grounding educator development in practice, connecting coursework with classroom application, and increasing access to graduate-level courses for in-service teachers. This commitment is evidenced by the following key components:

- Instruction focused on core practices in each of the available courses
- Two practicum-style course options

- A signature practice-based project in every course that involves graduate students *enacting and investigating* specific core practices in the context of their own classrooms
- A signature practice-based project in every course that involves *engaging in case studies and/or action research projects* involving their own students

These key components actualize our commitment to practice-based teacher education that bridges perceived gaps between theory, research, the academy and practice. In addition, our focus on a practice-based model of teacher development includes widening the community of practitioners involved in graduate study across the state of Connecticut. Initially, this program will focus on eastern Connecticut as we build on existing course opportunities. We intend to gradually increase online and non-semester options in order to match K-12 schedules and calendars and thereby increase participation among in-service teachers and those living and working around the southern New England region.

This will involve offering a combination of online and face-to-face courses in Storrs and/or the Avery Point campus during Intersession, May Semester and the summer months, as dictated by enrollment. No other Connecticut university has online course offerings in the area of reading. Only one Connecticut university offers face-to-face graduate courses (via one remote cohort program) anywhere within 40 miles of New London, the largest urban school district in the eastern third of the state. Similarly, though Eastern Connecticut State University's offerings in reading or related areas are focused exclusively on elementary and early childhood reading. Thus, the Avery Point campus represents an important venue for reaching more educators interested in secondary literacy, especially those outside the greater New Haven or Hartford regions, and including our own graduates of TCPCG-Avery Point.

**Describe the educational prerequisites (and professional prerequisites, if appropriate) required of students for admission to this program.**

Educational prerequisites:

- All Students:
  - Bachelor's/Master's degree in education or related area OR current enrollment in Master's/Ph.D. program in education or related area
  - Holds Connecticut teacher certification OR is enrolled in a Neag School of Education program culminating in teacher certification
  - Minimum of a 3.0 grade point average or a GPA greater than 3.0 for the last two years of study
- International students:
  - Test of English as a Foreign Language (TOEFL)
    - minimum overall score of 550 for the paper-based test or
    - minimum overall score of 79 for the internet-based test

Professional prerequisites:

- Experience in one or more educational settings, including but not limited to
  - K-12 Classroom
  - Clinic for Academic Support
  - Community-based youth services

**Describe similar programs nationally, regionally, or in CT.**

*Currently, no university in Connecticut offers a program of graduate coursework of any depth that focuses exclusively on adolescent readers.* This program would be the first of its kind available in the greater New England region and would potentially attract teachers from within and beyond the state of Connecticut because of the availability of online and/or summer participation. Moreover, we know of only one available course with an explicit focus on Disciplinary Literacy: a MOOC developed by North Carolina State University and piloted in the Fall of 2014. 700 educators from across the country enrolled

in this MOOC in its first semester and 500 are currently enrolled in the second offering for a total of 1,200 educators. The large enrollment in this MOOC is evidence of the widespread interest in the topic, but the attenuated nature of the MOOC, and limited opportunities for practice-based applications of content, are evidence of the need for our proposed program.

Though courses that include instruction and assessment for adolescents exist in a number of graduate programs leading to master's degrees or certification as a Remedial Reading Teacher (CT License #102) or Reading Consultant (CT License #097), *no* program offers a focus on disciplinary literacy or more than a single offering related to adolescent literacy in general. In addition, all courses listed below are part of the state approved plan of study for both the 102 and 097 licenses, thus graduates of this certificate program may count these courses towards their applications for such licenses if they chose to pursue that certificate subsequently.

**Describe the program learning outcomes (upon successful completion of the program, students will be able to...)**

**Course Objectives:**

1. Analyze and demonstrate the use of specific core instructional strategies and tools—including assessment— designed to maximize disciplinary learning for all adolescent learners, including those who struggle with literacy
2. Construct instructional plans that integrate literacy techniques as a support for learning within and across disciplines
3. Comprehend the mutual supporting roles of all literacies, including: reading, writing, speaking, listening, viewing media, and thinking.
4. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
5. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
6. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources in ways appropriate to the nature of the discipline
7. Understand types of assessments and their purposes, strengths, and limitations.
8. Select, develop, administer, and interpret assessments that inform instruction, both traditional print and electronic, for specific purposes.

**Curriculum information<sup>7</sup>**

Total number of credits required:<sup>8</sup> 12

**Note:** All courses are existing courses that have supported good enrollment over the past several years. Students have been completing coursework consistent with the proposed certificate. We expect enrollment to increase with an official certificate program and increased course offerings online and between semesters.

**Required courses (2 courses, 6 credit hours)**

List the course number, title, and number of credits for each required course in the program.

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<sup>7</sup> For each new course that is not already in the Graduate Catalog, complete the Graduate School New Course Creation Form located at: <http://grad.uconn.edu/Graduate-Course-Transmittal.pdf>

<sup>8</sup> Certificates generally require 12-15 credits of coursework. In a small number of cases where detailed justification has been provided, a certificate program may require only 9 credits. Non-credit = N/A

**For students in the IB/M program**

1. EDCI 4010 Reading and Writing in the Content Areas (3 credits) [IB/M only]
2. EDCI 5140 Reading in the Content Areas & Disciplinary Literacy (3 credits)

**For students in all other graduate programs**

1. EDCI 5135 Secondary Literacy (3 credits)
2. EDCI 5140 Reading in the Content Areas & Disciplinary Literacy (3 credits)

**Elective courses (2 courses, 6 credit hours)**

List the course number, title, and number of credits for each elective course in the program. Describe any limitations on how electives may be chosen (e.g., 1 course from group 1 and 1 course from group 2).

**Choose any two from Track 1 OR Track 2:****Track 1: Classroom Instruction & Intervention (2)**

1. EDCI 4215 Teaching Reading in the English classroom (3 credits) [IB/M only]
2. EPSY 5114 Adolescent Reading Supports for Students With Disabilities (3 credits)
3. EDCI 5125 Teaching Reading and Writing in Middle and Junior High School (3 credits)
4. EDCI 5135 Secondary Literacy (3 credits) [IB/M, required for all others]
5. EDCI 5145 Classroom Assessment and Correction of Reading Difficulties (3 credits)
6. EDCI 5110 Teaching Writing (3 credits)
7. EDCI 5225 Teaching Composition (3 credits)
8. EDCI 5250 Teaching Literature to Adolescents (3 credits)
9. EDCI 5830 Curriculum Lab: Reading Intervention (3 credits)

**Track 2: Disciplinary Literacy & Leadership (2)**

1. EDCI 5080\* Content Area Reading & Disciplinary Literacy - STEM focus
2. EDCI 5145 Classroom Assessment and Correction of Reading Difficulties (3 credits)
3. EDCI 5225 Teaching Writing (3 credits)
4. EDCI 5830 Curriculum Lab: Reading Intervention (3 credits)
5. TBD-under development Literacy Leadership & Coaching (3 credits)

**Detailed course information**

For each of the required and elective courses identified above (1) identify the instructor and her/his appointment status, (2) specify the expected frequency of offering (e.g., every semester, once a year), and (3) approval status (existing course or new course: submit minutes of school/college curriculum and courses committee showing approval of new courses).

**EDCI 4215 Teaching Reading in the English Classroom**

1. Rachael Gabriel (Assistant Professor)
2. Once a year
3. Existing course

**EDCI 4010 Reading and Writing in the Content Areas**

1. Rachael Gabriel/Hannah Dostal (Assistant Professors)
2. Once a year (two sections)
3. Existing course

**EDCI 5110 Teaching Writing**



1. Douglas Kaufman (Associate Professor)
2. Once a year
3. Existing course

**EPSY 5114 Adolescent Reading Supports for Students With Disabilities**

1. Devin Kearns (Assistant Professor)
2. Once a year
3. Existing course

**EDCI 5225 Teaching Composition**

1. Wendy Glenn (Associate Professor)
2. Once a year
3. Existing course

**EDCI 5135 Secondary Literacy**

4. Rachael Gabriel (Assistant Professor)
5. Once a year
6. Existing course

**EDCI 5140 Reading in the Content Areas & Disciplinary Literacy (ONLINE)**

1. Rachael Gabriel (Assistant Professor)
2. Twice a year
3. Existing course

**EDCI 5145 Classroom Assessment and Correction of Reading Difficulties**

4. Rachael Gabriel/Hannah Dostal (Assistant Professors)
5. Once a year
6. Existing course

**EDCI 5125 Teaching Reading and Writing in Middle and Junior High School**

1. STAFF
2. Once a year
3. Existing course

**EDCI 5180\* Content Area Reading & Disciplinary Literacy - STEM focus**

1. Rachael Gabriel (Assistant Professor)
2. \*EDCI 5080 has been offered on location at Windsor High School in Windsor Connecticut for two cohorts of high school teachers during Intersession and May Semester periods. It is also offered every summer at Avery Point, Hartford and Waterbury campuses as part of the Teacher Certification Program for College Graduates (TCPCG)
3. Existing course

**EDCI 5250 Teaching Literature to Adolescents**

4. Wendy Glenn (Associate Professor)
5. Once a year
6. Existing course

**EDCI 5830 Curriculum Lab: Reading Intervention**

1. Rachael Gabriel (Assistant Professor)

2. Once a year
3. Existing course

### **Introduction to Instructional Coaching**

1. Sarah Woulfin (Assistant Professor)
2. Once a year
3. Course Under Development as a cross-listed offering between EDCI and EDLR

### **Program evaluation**

Describe how the program will be evaluated, e.g., placement of certificate recipients, exit interviews, student evaluations of teaching, total enrollment.

*Enrollment.* This certification is open to approximately 50 students a year enrolled in the Integrated Bachelors/Masters program with a secondary focus and 100 enrolled in the Teacher Certification Program for College Graduates annually. Our recruitment plan involves partnering with three area professional organizations, including the *Capital Region Education Council (CREC) Regional Communities of Practice for Language Arts, Secondary School and English*; the *Connecticut Reading Association*, and the *Connecticut Association of Schools Principal and Superintendent Centers*. Trends in enrollment, including a project increase over time, will be strong evidence of the usefulness and success of our program. In addition, feedback from these partners will allow us to continuously increase the relevance and accessibility of program options.

*Student evaluations of teaching.* The program involves faculty that have each earned strong track records of teaching across a variety of metrics, including consistently high student evaluations. Among the five faculty members, two are University Teaching Fellows and all are actively engaged in both teaching and research endeavors in Connecticut public schools. We anticipate high student satisfaction at the course and program level and will monitor the success of the program by reviewing student evaluations of teaching annually.

*Placement of certificate recipients.* This program focuses on providing relevant, robust professional education for pre-service and in-service teachers. We anticipate that this certificate will set pre-service teacher candidates apart on the job market, and will track their placement and interview experiences accordingly. In addition, all courses are part of the state approved plan of study for both the 102 and 097 licenses, thus graduates of this certificate program may count these courses towards their applications for such licenses if they chose.

### **Resources available to support the program**

#### **Financial resources**

Describe how the program will be funded. Attach a 3 year pro forma budget.

We have the capacity in existing courses to run the program. The program requires no additional courses, faculty, staff, or other resources. No budget is attached.

#### **Facilities/Equipment/Library/Special resources**

Indicate any additional or unique resources necessary for program success.

No additional or unique resources are necessary for program success.

Received in the Provost's Office:

Name	Date
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