

# Cover Sheet: Request 15250

## EDG 4xxx Studying Equity Pedagogy

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/29/2020 10:13:47 AM
Updated	10/23/2020 1:28:56 AM
Description of request	This is a request for a new course for the redesigned Elementary Education major

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/29/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 15250

## Info

**Request:** EDG 4xxx Studying Equity Pedagogy

**Description of request:** This is a request for a new course for the redesigned Elementary Education major

**Submitter:** Alyson Adams adamsa@coe.ufl.edu

**Created:** 9/18/2020 3:25:58 PM

**Form version:** 5

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

EDG

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

4

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

xxx

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:

Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:

Studying Equity Pedagogy

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Studying Equity Pedagogy

**Degree Type**

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic?**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

## Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

## Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

## Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Teacher candidates will engage in the process of teacher inquiry as they focus on becoming an antiracist teacher and cultivating skills to advocate for themselves, their students, and the profession of teaching.

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Elementary Education major EED\_BAE

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH &nbsp;

**Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
N/A

**Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:  
We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and is situated in the culminating semester of the teacher education program.

**Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Upon successful completion of this course, students will be able to ...

- Define teacher inquiry and describe the five components of the inquiry cycle (develop a wondering, collect data, analyze data, take action, and share with others)
- Select, summarize, and synthesize literature to inform a question of practice formulated about implementing equity pedagogy in their internship classroom
- Complete one full cycle of inquiry related to a question of practice formulated about implementing equity pedagogy in their internship classroom
- Develop an action plan for educating colleagues about issues related to equity and antiracism in schools
- Articulate and represent their vision for their enactment of equity pedagogy in their future work as teachers

**Course Textbook(s) and/or Other Assigned Reading**

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course and identify required textbooks.&nbsp;&nbsp;&nbsp;

Response:

- Dana, N. F. & Yendol-Hoppey, D. (2020). The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry, 4th edition. Thousand Oaks, CA: Corwin Press.
- Reynolds, J. & Kendi, I. X. (2020). Stamped: Racism, antiracism, and you: A remix of the national book award-winning Stamped from the Beginning. New York, NY: Little, Brown Books for Young Readers.
- Mundorf, J., Beckett, B., Boehm, S., Flake, C., & Miller, C. (2019). From the voices of teachers: Envisioning social justice teacher leadership through portraits of practice. International Journal of Teacher Leadership, 10(2), 67-81.

## Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

PART I: Preparing to Study Equity Pedagogy in Relationship to Your Own Emerging Teaching Practice. During this part of the course, students build on the research question (wondering) developed in the Equity Pedagogy Applications course, creating the plan to study that question during their second semester of internship.

Week Topic

- 1 Becoming A Teacher Researcher Committed to More Equitable and Socially-Just Schools
  - Teacher Inquiry: A Review
  - Learning With and From the Literature: The Importance of Reading as a Teacher Researcher
- 2 Learning With and From Your Colleagues: The Importance of Collaboration for the Teacher Researcher
- 3 Collaborating to Share Your Learning from the Literature
- 4 Data Collection for the Teacher Researcher
- 5 Developing a Research Plan: Making Inquiry A Part of Your Teaching Practice
- 6 Providing and Receiving Feedback on Inquiry Plans

PART II: Becoming an Anti-Racist Educator. During this part of the course, students implement their inquiry plans in the field, as they simultaneously review content presented in previous equity pedagogy classes, discussing this content in relationship to antiracism.

Week Topic

- 7 Equity Pedagogy -What Have We Learned? - Synthesizing Previous Readings Completed in Your Program on Race, Class, Gender, Sexuality, Ability, Language, and Other Differences Part I
- 8 Equity Pedagogy -What Have We Learned? - Synthesizing Previous Readings Completed in Your Program on Race, Class, Gender, Sexuality, Ability, Language, and Other Differences Part II
- 9 Racism, Antiracism, and You
- 10 Racism, Antiracism, and Your Teaching Practice

Part III. Taking Action as a Teacher Researcher: Data Analysis, Presentation, Leadership and Advocacy. During this part of the course, students complete and present their inquiries into equity pedagogy as well as explore teacher leadership and advocacy.

Week Topic

- 11 Data Analysis and the Teacher Inquirer
- 12 Teacher Leadership for Social Justice
- 13 Presenting Your Inquiry
- 14 Inquiry Showcase
- 15 Advocating for Your Students, Yourself, and the Profession of Teaching
- 16 On Your Way to Becoming the Best Teacher and Researcher You Can Be: Course and Program Wrap Up

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Learning From Literature (15 pts; 15% of Final Grade)  
Inquiry Brief (15 pts; 15% of Final Grade)

Becoming and Antiracist Teacher Leader (20 pts; 20% of Final Grade)  
Inquiry Presentation (25 pts; 25% of Final Grade)  
Looking Back & Forging Forward (15 pts; 15% of Final Grade)  
Attendance, Participation, & Professionalism (10 pts; 10% of Final Grade)

**Learning from the Literature.** This semester, you will complete a cycle of inquiry to study equity pedagogy in relationship to your own emerging teaching practice. Your inquiry journey will begin this semester where it left off in the Equity Pedagogy Applications class during semester 3, where you developed an inquiry question (wondering) to explore about your teaching during the second half of your internship experience. As the theme of this semester is teacher as leader and learner, this class begins with an explicit focus on learning from the literature as a teacher. To complete this assignment, follow the directions from chapter 3 of *The Reflective Educator's Guide to Classroom Research* for how to locate literature related to the topic of an inquiry to find and read 3 articles related to your inquiry question. After completing your selected readings, submit a 5-page (maximum) single-spaced paper that lists and briefly summarizes (in one paragraph each) the readings you selected. After you have completed the summary of your readings, respond to this question: How do the readings I completed related to the topic of my inquiry inform the question (wondering) I developed in Semester III? This assignment will be assessed based on the rubric provided in class.

**Inquiry Brief.** After developing your initial inquiry question and refining it based on what you learned from reading about your inquiry topic in the "Learning from the Literature" assignment completed previously, for this assignment, you will create a plan to study your question during your internship this semester. To complete this assignment, construct a 2-3 page single-spaced outline of your plan to study your question following the guidelines and examples found in your course text *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry* on pages 143- 152. Your inquiry brief should include the following:

- A paragraph that provides the background for your inquiry and ends with a purpose statement.
- A statement of your Question(s).
- An articulation of any action you plan to try.
- An articulation of the ways you will collect data.
- A timeline for how your study will unfold.

You will share your plan with classmates for feedback during the sixth week of class, as well as submit to your course instructor and internship supervisor for feedback prior to implementation. This assignment will be assessed based on the rubric provided in class.

**Becoming an Antiracist Teacher Leader.** For this assignment, you will identify an issue related to race and other intersecting identities that you have read about in course readings explored in each of the equity pedagogy classes. Using research on how to address this issue, you will design a "lesson plan" for a one-hour after-school professional learning experience/opportunity for other teachers. You will share your plan with classmates for feedback in class during Week 10 of the course, and submit your revised plan (based on your classmates' feedback) to your instructor. Your 2-3 page single-spaced "lesson plan" for this one-hour professional learning experience should include the following:

- goal(s)/objective(s) for the professional learning session
- a brief description of the issue you identified and possible research-based solutions (citing appropriate literature),
- an opening activity to introduce your colleagues to this issue,
- developmental activities that allow your colleagues to explore the issue,
- a closing activity that will end the professional development session
- a plan to assess the professional development session –how will you know what your colleagues learned from this professional development experience about the equity issue you selected to explore?

While it is not required, after receiving instructor feedback, we encourage you to implement your plan with any interested teachers and/or teacher candidates at your internship school. This assignment will be assessed based on the rubric provided in class.

**Inquiry Presentation.** An important part of doing inquiry is creating a space and time for teachers to come together and share the knowledge they've generated through the process with one another and others, so that many people can learn from and benefit from your inquiry. In order to accomplish this goal, during Week 14 of this class, you will participate in an inquiry showcase



where you and your classmates present your inquiries to each other and other educators from the schools in which you are completing your internships in a conference-style format. You will have 12-15 minutes total to share an overview of your inquiry cycle and what you learned from the process. To complete this assignment, create a PowerPoint presentation to share at the inquiry showcase following the template that will be provided in class. You will submit your PowerPoint along with a 1-page single-spaced reflection on your experience presenting following the showcase. This assignment will be assessed based on the rubric provided in class.

Looking Back and Forging Forward: Reflecting on the Teacher You Want to Be. The purpose of this assignment is to create the space for you to reflect systematically and intentionally on what you have learned about equity pedagogy in this and previous equity pedagogy coursework, synthesize that learning, and communicate what you have learned in an enjoyable, creative fashion to solidify it and thus create the opportunity for you to carry it forward into your future work in the teaching profession. To complete this assignment, first gather all of your equity pedagogy course syllabi, readings, materials, and assignments completed during your four semesters in the program. Next, set aside a 1-2 hour block of time to review all you have gathered and think back over your entire four years in the program. Reflect upon the readings, assignments, activities, class-speakers, and class discussions we have had with one another as we explored equity pedagogy in Equity Pedagogy Foundations (Semester One), Equity Pedagogy Instructional Strategies (Semester Two), Equity Pedagogy Applications (Semester Three) and Studying Equity Pedagogy (Semester Four). During this dedicated reflection time, revisit and reread the assignments you completed in each class. Next, select and complete one of the following options:

- \* Option One: Letter to Yourself – Write a 2-3 page single-spaced letter to the future you to be opened on your first day of teaching. What do you want to remember about equity pedagogy from your experiences and learning in this program as you begin your teaching career? As you compose this letter, be sure to name specific experiences and/or readings in this program that had impact on the teacher you want to become.
- \* Option Two: Ode to Equity Pedagogy. Based on the time you have spent revisiting and reflecting upon all of the readings and experiences you have had in the equity pedagogy courses in your program, create a song, poem, or essay to capture your most important learnings about equity pedagogy in this and previous semesters. As you compose your ode, be sure to draw upon specific experiences and/or readings in this program that had impact on the teacher you want to become.
- \* Option Three: The Art of Equity Pedagogy – Create a painting, sculpture or use any other art medium to capture your experience learning about equity pedagogy in this and previous semesters in your program. Submit your artwork along with an “Artist’s Brief” – a short essay on the process of creating this piece of art to reflect equity pedagogy as well as the meaning your creation holds for you and your future work as a teacher committed to the creation of more equitable schools and classrooms.

This assignment will be shared during our last class session and will be assessed based on the rubric provided in class.

Class Participation, Attendance, & Professionalism. Regular attendance in this class is required. In addition, full participation is required. Students can engage in active participation by extending ideas presented in class, supporting and elaborating ideas and perspectives, asking questions, making connections between the readings and their knowledge and beliefs, and completing assignments. At the mid-point of the semester you will receive feedback about your participation using a grading rubric provided in class that explains how attendance and participation connect to professionalism. At the end of the semester you will receive a grade using the same rubric.

Final course grades will be assigned using the following scale:

- 93-100 Points Earned (A)
- 90-92 Points Earned (A-)
- 87- 89 Points Earned (B+)
- 83-86 Points Earned (B)
- 80—82 Points Earned (B-)
- 77-79 Points Earned (C+)
- 73-76 Points Earned (C)
- 70 – 72 Points Earned (C-)
- 67-69 Points Earned (D+)
- 63-66 Points Earned (D)

60 – 62 Points Earned (D-)  
0-59 Points Earned (E)

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Dr. Nancy Dana

**Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

*<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>*

Response:  
Yes

**Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

**UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

• *<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>*

Response:  
Yes

**Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used*

directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

&nbsp;

Response:

Yes