UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Laura Glass  phone number 831-1647

Department: School of Education  email address lglass@udel.edu

Action: Add minor

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 09F

(use format 04F, 05W)

Current degree NA

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: NA

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Urban Education minor

Proposed new name for revised or new major/ minor/ concentration/ academic unit

(if applicable)

Revising or Deleting:

Undergraduate major/ Concentration:

(Example: Applied Music – Instrumental  degree BMAS)

Undergraduate minor:

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change:

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study:

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor/ concentration:

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

The goal of the minor is to enable students to engage deeply in urban education issues within their particular professional interests. Three new courses are being proposed to achieve this goal.

EDUC 395 Building Communities of Learners in Urban Contexts
In this course, students would learn how to design educational communal environments sensitive to diverse needs of urban school children: academic, emotional, moral, and relational. They would participate in a field experience to apply the knowledge and skills that they learned in the university classroom to the school classroom.

EDUC 440 Literacy Instruction for English Language Learners
Many urban school classrooms include English Language Learners. In this course, students would learn effective literacy instruction for English Language Learners in the elementary and middle school levels in the following areas: language development, vocabulary instruction, decoding, reading fluency, comprehension strategy instruction, and motivation and engagement.
EDUC 459 Urban Schools and Urban Landscapes.
It is important for urban school educators to understand the context within which urban schools reside. Students in this course would examine the historical, sociocultural, economic, and political perspectives on the urban educational experience. They would also explore how educators can create socially just educational environments that address issues of equity and draw upon the resources, opportunities, and challenges in urban contexts.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: http://www.ugs.udel.edu/gened/

EDUC 258, 259, 419, 395, and 459 address Goal 9: Understand the foundations of United States society including the significance of its cultural diversity. Students in EDUC 258 Cultural Diversity, Schooling and the Teacher discuss big structural issues of societal diversity and inequality and how they affect education in the United States. Students in EDUC 259 Cultural Diversity in Community Contexts build meaningful personal relations with culturally different children and learn about their lives and local communities through a field experience at the Latin American Community Center and/or West End Neighborhood House. EDUC 419 Diversity in Secondary Education examines aspects of diversity in secondary schools and includes a field placement in a middle school classroom. The latter two courses are outlined above and students in these courses examine urban settings in United States’ society and how to educate children in these settings.

Identify other units affected by the proposed changes:
(Attach permission from the affected units. If no other unit is affected, enter “None”)

The minor includes electives from the departments of Black American Studies, Geography, Human Development and Family Studies, Political Science and International Relations, and Sociology and Criminal Justice. Permissions to include courses from these departments are attached.

Describe the rationale for the proposed program change(s):
(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Students in this interdisciplinary minor would engage deeply in urban education issues within their particular professional interests. For example, teacher education students could learn the knowledge and skills needed to be successful in urban schools and address the demand for urban teachers; urban schools are often the ones who are in the most need of effective teachers and face the most challenges. Students in all majors would develop a richer understanding of urban communities from multiple perspectives, including an education perspective, and learn how they can contribute to the urban educational experience.

The following is a rationale for the requirements in the minor.
- **EDUC 258, 259, or 419**. These courses provide an overview of diversity in different educational settings. Students can explore diversity in United States classrooms in general (EDUC 258), local communities such as downtown Wilmington (EDUC 259), or middle and secondary school classrooms (EDUC 419).
- **EDUC 395, 440, and 459**. A description of how these courses support the goal of the minor is provided above.
- **Electives**. Several courses across campus address specific components, constructs, or issues related to urban education and are listed as electives in the table below. The electives enable students to explore their particular interests and gain multiple perspectives in this area.

Program Requirements:
(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and include a side-by-side comparison of the credit distribution before and after the proposed change.)

Urban Education minor

The minor in Urban Education provides students with the opportunity to engage deeply in urban education issues within their particular professional interests. Please note that completion of the minor does not lead to teacher certification. A minimum grade of C- is required in all courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 258 Cultural Diversity, Schooling and the Teacher or EDUC 259 Cultural Diversity in Community Contexts or EDUC 419 Diversity in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 395 Building Communities of Learners in Urban Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 440 Literacy Instruction for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>-------------</td>
<td>------------------------------------------------</td>
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<tr>
<td>BAMS 110</td>
<td>Introduction to Black American Studies</td>
</tr>
<tr>
<td>BAMS/SOCI 204</td>
<td>Urban Communities</td>
</tr>
<tr>
<td>BAMS 205</td>
<td>Contemporary Afro-American Issues</td>
</tr>
<tr>
<td>BAMS/SOCI 215</td>
<td>Race in Society</td>
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<tr>
<td>BAMS/SOCI 415</td>
<td>Race, Class and Gender</td>
</tr>
<tr>
<td>GEOG 325</td>
<td>Urban Geography</td>
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<tr>
<td>GEOG 346</td>
<td>Urban Cultural Geography</td>
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<tr>
<td>HDFS 202</td>
<td>Foundations of Family Studies</td>
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<tr>
<td>HDFS 230</td>
<td>Families and their Communities</td>
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<td>POSC 355</td>
<td>Urban Politics and Community Development</td>
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<tr>
<td>POSC 452</td>
<td>Urban Issues and Policy Analysis</td>
</tr>
<tr>
<td>SOCI 305</td>
<td>Social Class and Inequality</td>
</tr>
</tbody>
</table>

**TOTAL 18**

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

- Department Chairperson __________________________ Date ____________
- Dean of College __________________________ Date ____________
- Chairperson, College Curriculum Committee __________________________ Date ____________
- Chairperson, Senate Com. on UG or GR Studies __________________________ Date ____________
- Chairperson, Senate Coordinating Com. __________________________ Date ____________
- Secretary, Faculty Senate __________________________ Date ____________
- Date of Senate Resolution __________________________ Date to be Effective ____________
- Registrar __________________________ Program Code ____________ Date ____________
- Vice Provost for Academic Programs & Planning __________________________ Date ____________
- Provost __________________________ Date ____________
- Board of Trustee Notification __________________________ Date ____________

Revised 5/02/06 /khs