

## Reflection 1

### 1. What course would you like to revise, and why? Please include course number and title as well as share what program(s) it's included within.

I am creating a new course and for the time being I am using the title, "Sociocultural Foundations of Education." While I want the CRSE competencies integrated throughout our education programs, I believe a stand-alone course, to be taken early in the programs, will engage students in reflecting on their cultural identities, exploring racism and other institutionalized oppressions, and identifying antiracist educational strategies. By doing these things early in their teacher preparation program, students will be more likely to continue the work as they engage with the CRSE competencies throughout the program. (I want this course to be part of our undergraduate dual certification program and hope that it will be a model for similar courses in all of our teacher preparation programs, including those at the MS and EdD levels.)

### 2. Which CRSE competencies are (or are likely to be upon your revision) addressed in this course? This can be changed later.

The CRSE competencies I currently plan to address in this course include:

- a. Competency 1 Reflect on One's Cultural Lens (CRSE 1.A, CRSE 1.B, CRSE 1.C)
- b. Competency 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System (CRSE 2.A, CRSE 2.B, CRSE 2.C, CRSE 2.E, CRSE 2.F)

While I would love to get into some competencies more directly related to what they will do as teachers in the classroom, I think that because this will be a course early in the program, the focus on these foundational competencies might be more than enough. I would love to hear the thoughts of others on this.

### 3. What do you hope to get out of this process? What benefits do you anticipate?

I am energized by building courses in foundations with a focus on antiracism. I do not think we do enough of this work with preservice or in-service teachers. We are currently rebuilding our undergraduate dual certification program from scratch, and I hope my work with this course will energize others to integrate the CRSE competencies. I hope this benefits our program and students and inspires faculty. (This may be somewhat self-centered and/or too much to ask but I have these hopes.)

### 4. What challenges do you anticipate?

As dean, I have limited time to work on course development so time will be a challenge (as it is for everyone). I want to prioritize this work but that may be challenging. I also worry that faculty will not appreciate my efforts, will not want me to have "authority" over such a course – which they may not even find valuable for our programs. Also, after

developing the course I will want to teach it and do not know that I will have the opportunity to do so.

**5. How do you think your colleagues will respond? For example, will they be motivated, indifferent, or want to join you and revise their own syllabi?**

See #4 above for my thoughts on this. I believe one faculty member will be energized when I share about the course and my desire to make it part of the new program. Other faculty, however, will likely resist, will claim that we can do this work within other existing courses.

**6. How will you include your colleagues in this project?**

We have a “retreat” (really a long meeting) scheduled on February 3<sup>rd</sup> to begin mapping the curriculum for our new undergraduate education program. I will present my ideas for this course at that meeting and invite others to work with me in building the course. I hope to have a framework for the course by then and can invite input and suggestions from colleagues. Also, I believe I will have more support from a couple folks in the MS and EdD programs and they may want to take what I am working on and use it to develop courses for graduate programs.