Teachers for a New Era Syllabi Project Report:
Linking Courses to Connecticut’s Standards

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**Introduction**

The Teachers for a New Era Project (TNE) is organized around three design principles: A) Decisions Driven By Evidence; B) Engagement with the Arts and Sciences; and C) Teaching as an Academically Taught Clinical Practice Profession. This particular TNE initiative addresses the second strand of Design Principle B which calls for an alignment of College of Liberal Arts and Sciences (CLAS) and Neag School of Education Curricula with the three design principles to *enhance the content knowledge of prospective teachers*. More specifically, it explores the courses offered in the College of Liberal Arts and Sciences (CLAS) that Neag School of Education teacher candidates take as part of their programs of study to offer suggestions regarding which courses most clearly bolster teacher candidate’s content knowledge in the areas identified as general education requirements. The official transcripts of Neag students were analyzed to select CLAS courses based on the number of Neag students enrolling in each course over the past four years. (See Appendix A) The specific courses included in the analysis are “high frequency” courses. That is, they are courses that are taken most often by Neag students. It is important to note this report is not an evaluation of specific courses. Rather, it is an attempt to assess the fit between course content described in the various syllabi and the Connecticut standards.

Neag students receive a significant portion of their education and training outside of the Neag School of Education. In fact, students complete approximately 65% of their undergraduate coursework in the College of Liberal Arts and Sciences. The courses selected for analysis in this study meet Neag requirements for the completion of the students’ major, address state licensure requirements, and/or fulfill general requirements for graduation at the University of Connecticut. Therefore, in keeping with TNE Design Principle B which calls for engagement with Arts and
Sciences, we are exploring ways in which CLAS can better support the educational development of Neag teacher candidates through coursework in the content areas.

This study is guided by two research questions: 1) How closely is the content of “high frequency” Arts and Sciences courses aligned with state content standards for teachers? 2) Are there other CLAS courses that meet program requirements and/or state standards that may be a “better fit” for Neag teacher candidates? For example, ENGL 111 (Seminary Writing Through Literature) is a very popular course that is taken by many students to meet the English Language general college requirement. However, students also have the option of taking ENGL 110 (Seminar in Academic Writing) to meet the requirement. Therefore, in this instance, we are interested in how or if ENGL 111 addresses state/national standards for teacher licensure and also if there are other courses (i.e. ENGL 110) that also meets the college’s requirements that may be more beneficial for teacher candidates to take based on the content covered in the course.

Methodology/Data Analysis

Each syllabus was treated like a case study. Cases within a selected subject area (ex. English 110 and English 111) will be compared to each other and to the professional standards for teacher licensure using cross-case comparison analysis (Miles & Huberman, 1994), a method aimed at examining multiple cases in various ways which would not be possible within one individual case study. Using this method will allow for cases to be compared to predefined categories (i.e. the state subject standards) as well as to other similar cases (other syllabi).

Because of TNE’s focus on building the general content knowledge of teachers, the analysis focuses on the general education requirements taken by students rather than analyzing syllabi from the courses within a student’s major. The following figure presents a visual...
overview of the theoretical framework that supports the methodology and data analysis strategies employed for this study.

Figure 1: Theoretical Framework

Content Standards (defined)

The Content Standards are taken from the CT – Common Core of Learning according to TaskStream® Standards Manager, a web-based program used by Neag students and faculty that supports K-12 learning communities and college/university students. The program is used by Neag School of Education students and provides services for standards-based instruction, competency assessment, and on-line portfolios. The CT – Common Core of Learning is a statement of the standard of an educated citizen and the skills, knowledge and character that are expected of Connecticut’s secondary public school graduates (http://www.state.ct.us/sde/dtl/curriculum/currkey2.htm).
Findings

The data are organized into four clusters/groupings based on UConn’s General Education requirements: Arts and Humanities, Social Sciences, Science and Technology, Diversity and Multiculturalism, Writing Competency, and Quantitative Competency. In each section syllabi will be compared to state standards for teachers in each general content area and they will also be compared to each other. It is important to note that the courses listed here are not specific to a particular major at the university or teacher license offered by the state. Rather, the analysis is meant to offer general comments regarding content course selection independent of a student’s major or license area.

Content Area 1: Arts and Humanities (6 credits required)

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, Arts and Humanities courses provide a broad vision of artistic and humanist themes. These courses enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures (http://www.catalog.uconn.edu/acadm.htm#General%20Education). To satisfy the general education requirement in this area students must take a total of six credits (two classes) from among the courses that meet the requirement.

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, there are 97 courses that meet the Arts and Humanities requirement
### Table 1. ARTS COURSES AND THE CONNECTICUT STANDARDS

<table>
<thead>
<tr>
<th>Music K – 12 Content Standards</th>
<th>MUSI 190</th>
<th>MUSI 191</th>
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</thead>
<tbody>
<tr>
<td>1: Vocal: Students will sing, alone and with others, a varied repertoire of songs.</td>
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<tr>
<td>2: Instrumental: Students will play, alone and with others, a varied repertoire of instrumental music.</td>
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<tr>
<td>3: Improvisation: Students will improvise melodies, variations and accompaniments.</td>
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<tr>
<td>4: Composition: Students will compose and arrange music.</td>
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<tr>
<td>5: Notation: Students will read and notate music.</td>
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<tr>
<td>6: Analysis: Students will listen to, describe and analyze music.</td>
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<tr>
<td>7: Evaluation: Students will evaluate music and music performances.</td>
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<tr>
<td>8: History And Cultures: Students will understand music in relation to history and culture.</td>
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<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summary

Based on an analysis of the course selections of Neag students, MUSI 191 (Music Appreciation) is one of the most popular (based on the number of students enrolled in the course each year) courses taken by pre-service teachers in the School of Education. This course meets the university’s Arts and Humanities general education requirement. MUSI 190 (Non-Western Music) is another course that also meets the requirement but is taken by significantly fewer students. In this case, the syllabi for MUSI 190 and MUSI 191 were compared to the state of Connecticut’s content standards for music. Judging from the course descriptions and/or course objectives stated on the syllabi, MUSI 191 meets two of the state standards while MUSI 190
only meets one. Therefore, one can conclude that MUSI 191 is a slightly “better fit” or more appropriate course for Neag students to take.

**Table 2. HUMANITIES COURSES AND THE CONNECTICUT STANDARDS**

<table>
<thead>
<tr>
<th>Social Studies K-12 Content Standards</th>
<th>HIST 100</th>
<th>HIST 101</th>
<th>HIST 108</th>
<th>HIST 121</th>
<th>HIST 131/W</th>
<th>HIST 132/W</th>
<th>GEOG 104</th>
<th>GEOG 160</th>
<th>ANTH 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Historical Thinking: Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding competing narratives and interpretation.</td>
<td>★</td>
<td>★</td>
<td></td>
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<td>★</td>
<td>★</td>
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<td></td>
</tr>
<tr>
<td>2: Local, United States and World History: Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.</td>
<td>★</td>
<td>★</td>
<td></td>
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<td>★</td>
<td>★</td>
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<tr>
<td>3: Historical Themes: Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict</td>
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<td>★</td>
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<td></td>
<td>★</td>
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<td>★</td>
</tr>
</tbody>
</table>
and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

4: Applying History: Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

5: United States Constitution and Government: Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

6: Rights and Responsibilities of Citizens: Students will demonstrate knowledge of the rights and responsibilities of citizens to participate and shape public policy, and contribute to the maintenance of our democratic way of life.

7: Political Systems: Students will explain that political systems emanate from the need of humans for order,
leading to compromise and the establishment of authority.

8: International Relations: Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.  

9: Places and Regions: Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

10: Physical Systems: Students will use spatial perspective to explain the physical processes that shape the Earth’s surface and its ecosystems.

11: Human Systems: Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

12: Human and Environmental Interaction: Students will use geographic tools and technology to explain the interactions of humans and the
larger environment, and the evolving consequences of those interactions.

13: Limited Resources: Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

14: Economic Systems: Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

15: Economic Interdependence: Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and change.

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<th>4</th>
<th>4</th>
<th>n/a</th>
<th>n/a</th>
<th>5</th>
<th>7</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

**Summary**

Many of the high-frequency humanities courses—those taken most often by Neag students—address concepts closely aligned with the social studies content standards developed by the state of Connecticut. Therefore, in this case 9 courses that meet the A and H requirement but
also address the social studies content standards were analyzed to determine which course(s) most closely align with the state standards. Six of the nine syllabi analyzed represent courses that were also identified as high frequency courses based on Neag student enrollment. Judging from the course descriptions, objectives, and assessment listed on the various syllabi, it seems as if HIST 132W (United States History since 1877) offers students best preparation in the area of social studies. That is not to say that the students who enroll in this course learn more about Social Studies or, more specifically, history related to the state standards than students who take a different course. Rather, it suggests that according to the syllabus the course content is more closely aligned with the state standards than other courses offered at UConn that meet the Arts and Humanities requirement. HIST 100 (The Roots of the Western Experience), HIST 101 (Modern Western Traditions), HIST 131 (United States History to 1877) are also closely aligned with the state standards in social studies, each explicitly addressing between 4 and 5 strands of the state standards respectively.

**Content Area 2: Social Sciences (6 credits required)**

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, the Social Sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems ([http://www.catalog.uconn.edu/acadm.htm#General%20Education](http://www.catalog.uconn.edu/acadm.htm#General%20Education)).

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, there are 36 courses that meet the Social Sciences requirement. In what
follows courses commonly taken by Neag students are compared with other, less popular courses that also fulfill the social sciences content area.

**Table 3. SOCIAL SCIENCE COURSES AND THE CONNECTICUT STANDARDS**

High frequency courses in **bold**.

<table>
<thead>
<tr>
<th>Teachers Have Knowledge of Students</th>
<th>PSYC 133</th>
<th>PSYC 135</th>
<th>HDFS 180</th>
<th>HDFS 190</th>
<th>SOCI 107/W</th>
<th>SOCI 115/W</th>
<th>SOCI 125/W</th>
<th>LING 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: becoming knowledgeable about the major concepts, principles, theories and research related to the normal progression and variations in students’ physical, emotional and cognitive development to construct learning opportunities that support student’s development, acquisition of knowledge and motivation.</td>
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<td>⭐️</td>
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<tr>
<td>2: learning about exceptionalities in learning- including learning differences, visual and perceptual differences, socio-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities- and challenging students with exceptionality as well as seeking sources of support within the school.</td>
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<td>⭐️ ⭐️</td>
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<tr>
<td>3: being aware of how student learning is influenced by language, culture, heritage, family and community values and incorporating students’ experiences and community resources into instruction.</td>
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<td>⭐️</td>
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<tr>
<td>4: learning about and utilizing strategies for</td>
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</tbody>
</table>
building understanding, acceptance and a positive sense of community into classroom

5: becoming knowledgeable about language development, including the process of second-language acquisition, and employing strategies to support the learning of students whose first language is not English.

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<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

We do not have the syllabi for SOCI 115/W (Social Problems) and 125/W (Race, Class and Gender)

**Summary**

Both PSYC 133 (General Psychology II) and PSYC 135 (General Psychology II Enhanced) meet three of the five state standards in this area. Although PSYC 135 is taken more frequently by Neag students, PSYC 133 is a comparable alternative that should be explored when selecting courses to meet the general education requirement. HDFS 190 (Individual and Family Development) and SOCI 107W (Introduction to Psychology) are also “high frequency” courses, yet they are not as well aligned with the standards related to social science- addressing only one of the five standards. HDFS 180 (Close Relationships Across the Lifespan) and SOCI 115 (Social Problems) and 125 (Race, Class and Gender) are also weakly connected to the state standards and address a small percentage of the state standards.

**Content Area 3: Science and Technology (6 -7 credits required; laboratory courses are 4 credits each)**

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, Science and Technology courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life.
Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments (http://www.catalog.uconn.edu/acadm.htm#General%20Education).

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, there are 47 courses that meet the Science and Technology requirement.

Table 4. SCIENCE COURSES AND THE CONNECTICUT STANDARDS

<table>
<thead>
<tr>
<th>Science K-12 Content Standards</th>
<th>NUSC 165</th>
<th>BIOL 102</th>
<th>GEOL 103</th>
<th>GEOL 105</th>
<th>CHEM 122</th>
<th>PHYS 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: The Nature Of Science: Students will experience an inquiry-based learning environment in which they are free to ask questions, seek information and validate explanations in thoughtful and creative ways. Students also will understand that the processes, ways of knowing and conceptual foundations of science are interdependent and inextricably bound.</td>
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<tr>
<td>2: History of Science: Students will learn the evolution of scientific thought, how science has influenced culture and society, and how groups from many countries have contributed to the history of science.</td>
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<tr>
<td>3: Living Things And Their Environments: Students will understand that all organisms in the biosphere are linked to each other and to their physical environments by the transfer and transformation of matter and energy.</td>
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<tr>
<td>4: Units of Structure and Function: Students will understand that living things share common materials and structures which perform basic life functions.</td>
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<tr>
<td>5: Relationships Of Structure and Function: Students will understand the classification</td>
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</tbody>
</table>
and physiology of the great diversity of organisms and identify relationships of structure and function.

6: Cycles of Life: Students will recognize patterns and products of genetics and evolution.

7: The Earth: Students will understand the processes and forces that shape the structure and composition of the Earth.

8: Water: Students will understand the water cycle, including energy transfers, the distribution and characteristics of water, and its influences on human activity.

9: The Earth’s Atmosphere: Students will understand the composition and structure of the atmosphere, including energy transfers, the nature of weather and climate, and the effect of the atmosphere on human activity.

10: The Universe: Students will understand that the Earth is a unique, dynamic member of the solar system, located in a galaxy within a changing universe.

11: Structure Of Matter: Students will know the characteristic properties of matter and the relationship of these properties to structure and composition.

12: Energy: Students will know that energy is conserved, transferred, transformed and appears in different forms.

13: Interaction Of Matter And Energy: Students will know that interactions between matter and energy can produce changes in a system, although the total quantities of matter and energy are unchanged.

14: Science And Technology: Students will understand the relationships among mathematics, science and technology, and the way they affect and are affected by
Summary

According to student enrollment data, BIOL 102 (Foundations of Biology) is one of the most frequently taken courses by Neag students to meet the general education requirement in this area. While the syllabi only refer explicitly to five of the fourteen state standards in this area, BIOL 102 is the best fit according to the criteria for this analysis. The other courses included in this section (NUSC 165: Fundamentals of Nutrition, GEOL 103: Earth and Life Through Time, GEOL 105: Earth and Life Through Time with Laboratory, CHEM 122: Chemical Principles and Applications with Laboratory, and PHYS 101: Elements of Physics with Laboratory) address anywhere from one to three standards.

Content Area 4: Diversity and Multiculturalism (6 credits required)

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, Diversity and Multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people (http://www.catalog.uconn.edu/acadm.htm#General%20Education).

According to the University of Connecticut’s Academic Regulations found in the 2005 – 2006 course catalog, there are 105 courses that meet the Diversity and Multiculturalism requirement.
Summary

The course most frequently taken by undergraduates to meet the undergraduate Diversity requirement is GEOG 160 (World Regional Geography). While there are other courses to which GEOG 160 can be compared, students have little flexibility—particularly those pursuing elementary education licensure—because state and national teacher accreditation boards require students to take at least one course that addresses the concepts covered in Geography. As the new diversity minor gains popularity, there may be additional courses that have increased enrollments or become more popular as students have the opportunity to accumulate more credits in this area. It is also important to note that students have to meet an additional “diversity requirement” as part of their graduate year in the Neag IB/M program.

Competency Area 1: Writing (2 courses required; W courses are usually 4 credits)

According to the University of Connecticut’s Academic Regulations found in the 2005–2006 course catalog, all students must take either ENGL 110 (Seminar in Academic Writing) or ENGL 111 (Seminar Writing Through Literature). Additionally, all students must take two writing-intensive (W) courses, which may also satisfy Content Area requirements. One of these must be at the 200-level and associated with the student's major. The purpose is to have each student show writing competency

(http://www.catalog.uconn.edu/acadm.htm#General%20Education).

According to the University of Connecticut’s Academic Regulations found in the 2005–2006 course catalog, there are 332 courses that meet the Writing requirement. Unfortunately, we were not able to obtain syllabi from the English Department prior to the writing of this report. Therefore, this section of the analysis is incomplete.
Table 5. WRITING COURSES AND THE CONNECTICUT STANDARDS

High frequency courses in **bold**

<table>
<thead>
<tr>
<th>Language Arts K-12 Content Standards</th>
<th>ENGL 110</th>
<th>ENGL 111</th>
<th>ENGL 127/W</th>
<th>ENGL 200</th>
<th>ENGL 210</th>
<th>ENGL 216</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Reading And Responding: Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.</td>
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<tr>
<td>2: Producing Texts: Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</td>
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<tr>
<td>3: Applying English Language Conventions: Students will apply the conventions of standard English in oral and written communication.</td>
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<tr>
<td>4: Exploring And Responding To Texts: Students will use the language arts to explore and respond the classical and contemporary texts from many cultures and historical periods.</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

**Competency Area 2: Quantitative (2 courses required)**

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students may be encouraged to complete MATH 101: Basic Algebra With Applications (a course that does not carry credit toward graduation) prior to enrolling in their first Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.
### Table 6. QUANTITATIVE COURSES AND THE CONNECTICUT STANDARDS

<table>
<thead>
<tr>
<th>Mathematics K-12 Content Standards</th>
<th>MATH 102</th>
<th>MATH 103</th>
<th>MATH 109</th>
<th>MATH 247</th>
<th>MATH 248</th>
<th>STAT 100</th>
<th>STAT 110</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Number Sense: Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.</td>
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<td>★</td>
<td>★</td>
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<tr>
<td>2: Operations: Students will add, subtract, multiply and divide with whole numbers, fractions, decimals and integers, and develop strategies for selecting the appropriate computational and operational methods for solving problems.</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<tr>
<td>3: Estimation and Approximation: Students will make estimates and approximations, and judge the reasonableness of results.</td>
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<td>★</td>
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<tr>
<td>4: Ratios, Proportions and Percents: Students will use ratios, proportions and percents to represent relationships between quantities and measures and solve problems involving ratios, proportions and percents.</td>
<td>★</td>
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<td>★</td>
<td>★</td>
<td>★</td>
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</tr>
<tr>
<td>5: Measurement: Students will make and use measurements in both customary and metric units to approximate, measure and compute length, area, volume, mass, temperature, angle and time.</td>
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<td></td>
<td>★</td>
<td>★</td>
<td></td>
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<tr>
<td>6: Spatial Relationships and Geometry: Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.</td>
<td>★</td>
<td>★</td>
<td>★</td>
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</tr>
<tr>
<td>Course Area</td>
<td>Rating 1</td>
<td>Rating 2</td>
<td>Rating 3</td>
<td>Rating 4</td>
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**Conclusion**

Investigating the variety of courses Neag students can take to complete their degree requirements can potentially inform course selection and more closely align students’ program of study with state standards for teacher licensure. The task was particularly challenging because many syllabi lacked course objectives and detailed overviews of course content. Therefore, it was difficult in many cases to ascertain if and/or how a particular course met the state’s criteria. Similarly, it was also difficult to compare syllabi to each other for the same reason. Future research in this area should include interviews with selected faculty teaching the courses analyzed.
for this project to get a more complete account of what is covered in each course. In addition, working to create a template for syllabi that includes clear course objectives, assessment activities, and other universal items such as an accommodation policy statement may be helpful for future programmatic reviews and, more importantly, students taking the course. Finally, this report will be shared with CLAS faculty to help them more closely align their courses with needs of Neag pre-service teachers.
Appendix A

High Frequency Courses Meeting General Education Requirements

1. English 111: Seminar Writing Through Literature
2. English 127: Major Works of English and American Literature
3. English 210: Poetry
4. English 216: The Short Story
5. Linguistics 101: Language and Mind
6. Psychology 132: General Psychology I
7. Psychology 135: General Psychology II, Enhanced
8. Sociology 107: Introduction to Sociology
9. History 100: Roots of the Western Experience
10. History 101: Modern Western Traditions
11. History 231: US History to 1877
12. History 232: American History Since 1877
13. Geography 160: World Regional Geography
14. HDFS 190: Introduction to Individual and Family Development
15. Music 191: Music Appreciation
17. Biology 102: Foundations of Biology
18. Anthropology 100: Other People’s Worlds
19. Math 102Q: Problem Solving
21. Math 109Q: Pre-calculus
22. Statistics 100Q: Introduction to Statistics
## Appendix B

### Arts and Humanities General Education Requirements

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GERM 258 Germans in Africa, Blacks in Germany…
GERM 281W German Film and Culture
GERM 284W German Cinema in Cross-Cultural Perspective
HEB/JUDS 103 Lit. and Civilization of Jewish People
HIST 1XX/W The Historian as Detective
HIST 100 The Roots of the Western Experience
HIST 101 Modern Western Traditions
HIST 106 The Roots of Traditional Asia
HIST 108 Modern World History
HIST 121 Women in History
HIST 126 Living through War in World History
HIST 131/W United States History to 1877
HIST 132/W United States History since 1877
HIST 205 The Modern Middle East from 1700 to the Present
HIST/SCI 206 Introduction to the History of Science
HIST/AASI 268 Japanese Americans and World War II
ILCS 101 The Italian Renaissance
ILCS 149 Cinema and Society in Contemporary Italy
ILCS 158 Italian American Experience in Film and Literature
ILCS 160 Culture of Fascist Italy
ILCS 255W Dante's Divine Comedy In English Translation
ILCS 258/W Cinematic Representations of Italian Americans
ILCS 260W Italian Cinema
INTD 294 The Bible
LING 101 Language and Mind
MUSI 1XX Sing and Shout! The History of America in Song
MUSI 112 University Symphony Orchestra
MUSI 190 Non-Western Music
MUSI 191 Music Appreciation
PHIL 101 Problems of Philosophy
PHIL 102 Philosophy and Logic
PHIL 103 Philosophical Classics
PHIL 104 Philosophy and Social Ethics
PHIL 105/W Philosophy and Religion
PHIL 106 Non-Western and Comparative Philosophy
PHIL 107 Philosophy and Gender
PHIL 175 Ethical Issues in Health Care
PHIL 185W Philosophy and Literature
POLS 106 Introduction to Political Theory
SPAN 187 Major Works of Hispanic Literature in Translation
SPAN 188 Christians, Muslims and Jews in Medieval Spain
SPAN 250 Film in Spain and Latin America
SPAN 282 Literature of Crisis in Modern Spain
WS 104 Feminisms and the Arts
Appendix C

Social Sciences

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Diversity and Multiculturalism

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EGEN 254W Athletic Training Administration
EGEN 258W Mechanisms and Adaptations in Sports and Exercise
EGEN 268W Physiological Assessment of Competitive Athletes
EGEN 297W Honors Thesis
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ENGL 112W Classical and Medieval Western Literature
ENGL 113W Renaissance and Modern Western Literature
ENGL 127W Major Works of English and American Literature
ENGL 175W Race, Gender and the Culture Industry
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GERM 281W German Film and Culture
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### Appendix G

**Quantitative**

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*We do not have the syllabi for HIST 108 (Modern World History) or 121 (Women in History).*