INVS 2919/EDUC 4800-803: Renewing Democracy in Communities and Schools
Fall 2011

"We are the ones we've been waiting for."
- Hopi teaching

"Education is not a preparation for life; education is life itself."
-John Dewey

General Information

Instructor: Elaina Verveer, MA
Instructor Phone: 303-415-0600 (c)
Instructor Email: verveer@colorado.edu/ everveer1@aol.com
Class Time & Location: Students will meet on campus weekly for a ninety-minute seminar on Mondays from 3:00 to 4:30 p.m. in MCOL E155.
Practicum Times & Locations: Students will meet off-campus weekly at either Columbine Elementary School in North Boulder on Thursdays from 3:30-4:30 p.m. or at Centaurus High School in Lafayette on Fridays at one of the following times: 10:30-11:25 a.m., 11:30 a.m.-12:25 p.m., 1:05 to 2:00 p.m., or 2:05 to 3:00 p.m.
Office Hours: By Appointment
Public Achievement Coordinator: Audrey Brazeel
Phone: 303-492-6212 (o) or 720-272-5325(c) **Email**: audrey.brazeel@colorado.edu
Undergraduate Teaching Assistants:
Kelsey Arnold (AVID 10 & 11) **Email:** kelsey.arnold@colorado.edu
Jana Jacobs (AVID 9 & 12) **Email:** jena.jacobs@colarado.edu
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Jamie Shelstad (AVID 10 & 11) **Email:** jamie.shelstad@colorado.edu

Course Description

INVS2919/EDUC4800- 803 is a practicum course that is designed to add a public service dimension to the academic pursuit of knowledge. While focusing on specific educational/pedagogical topics, INVS2919 provides opportunities for students to apply their learning to the public realm and to develop a set of skills that will allow them to act and lead effectively in the world. Through community-based partnerships with the Boulder Valley School District, the "I Have a Dream" Foundation of Boulder County, AVID (Advancement Via Individual Determination), and other non-profit agencies, students will develop leadership skills; the tools to dialogue and create tangible products and policies with diverse groups of people; the ability to identify multiple perspectives around controversial issues; an understanding of community-based educational models and strategies; and the ability to use the written word and research to articulate public problems and advocate for their solutions. INVS2919/EDUC4800 students will also have the opportunity to examine specific educational trends and their relationship to poverty, racism, and oppression.

Striking a balance between theory and practice, the course will investigate the core concepts of activism, citizenship, democracy, self-interest, power, and diversity through class discussions, texts, and participation in a Public Achievement project with local K-12 students. Providing an opportunity to empower young people to emerge as public actors and redefine America's democracy, the course will invite undergraduates to support

elementary and high school students as they create sustainable, year-long social action projects that reflect issues of relevance and personal significance. For example, social action projects may range from the development of a public service announcement on stereotypes, to the creation of a bilingual mentoring program in the community, to the coordination of activities to celebrate El Cinco de Mayo and Cesar Chavez Day. *INVS2919/EDUC4800 has been approved for CU's Education minor and may be repeated for a total of six credits.*

Course Objectives

- To engage in theoretical discussions about democracy, education, and social change, and to explore how the three interact;
- To practice democracy through community-based research and partnerships;
- To develop and demonstrate a variety of leadership skills, including critical thinking, dialogue, deliberation, conflict management, and negotiation around complex public issues;
- To help students identify their roles as democratic citizens who are capable of taking action with diverse groups of individuals; and
- To understand and consider the concepts of identity, power, privilege, and diversity in education and other public institutions.

Course Structure

INVS2919/EDUC4800 will extend the classroom to the community. Students will be responsible for applying acquired theoretical frameworks and core concepts in their work at a school-based setting. In addition to meeting off-campus weekly at either Columbine Elementary School or Centaurus High School, students will be required to meet on campus for a ninety-minute seminar on Monday afternoons. Varied methods of instruction will be used to meet course objectives, including group discussions (50%); small group meetings and activities (30%); and guest speakers and documentaries (20%).

At Centaurus High School, students will collaborate with more than 100 AVID (Advancement Via Individual Determination) students. At Columbine Elementary School, students will support 65 fourth-graders, the majority of whom participate in the "I Have a Dream" Foundation's program, which provides low-income students with the academic and personal support and structure needed to succeed in school. In addition to developing a trusting relationship with K-12 students, INVS2919/EDUC 4800 students will be required to supervise them in all Public Achievement activities.

Assignments

Students will be required to complete the following assignments. All assignments, exercises, and readings are intended to fulfill identified learning objectives, and will be graded for both content and quality. Except in documented cases of family or medical emergency or religious observance, <u>ten percentage points will be deducted each week from assignments that are submitted late</u>.

1) Public Achievement Practicum (attendance, lesson plans, evaluation)	30%/120 points
2) Class Engagement (attendance, participation, reading responses/quizzes)	20%/80 points
3) Reflection Papers	10%/40 points
4) Research Paper/Issue Fact Sheet	20%/80 points
5) Relational Meeting Notes	10%/40 points

6) In-Class Essay 10%/40 points

Public Achievement Practicum (30%)
To ensure the course integrates theoretical and conceptual content with meaningful service to the community, students will complete a Public Achievement practicum at either Columbine Elementary School or Centaurus High School for the duration of the semester. In addition to creating weekly lesson plans (when assigned), identifying relevant topics for discussion, evaluating student performance, corresponding with cooperating teachers, and preparing students for public presentations, INVS2919/EDUC4800 students will be responsible for maintaining positive relationships with Public Achievement students, teachers, parents, staff, and community partners. *It is critical that INVS2919/EDUC 4800 students attend EVERY Public Achievement class, as they are making a commitment to both the school/program and their students. In the event of an emergency, students must notify Elaina, Audrey and their coaching partner as soon as possible.*

Class Engagement (20%)
This class is intended to be a collaborative learning experience, in which each student plays a vital role. Because the course is primarily rooted in participatory theory, active participation is critical. In addition to attending each seminar and practicum meeting, *students must complete all reading assignments*, which are designed to foster class discussion and personal reflection. In-class reading responses and quizzes will constitute one-half of students' class engagement grade.

Reflection Papers (10%)
While students are encouraged to maintain a reflection journal throughout the semester that integrates their individual experience as a Public Achievement coach with course material, students are required to reflect on their experience at the both beginning and end of the semester through two brief (two pages) narratives. Students are specifically asked to reflect on the following questions when completing their first paper, due **August 29**:
1) Describe your experience in elementary and/or secondary school. Which leadership roles were available to you? Which individuals, organizations, or institutions fostered your social involvement? How could individuals, organizations, or institutions have better supported/promoted your self-interests and leadership potential?
2) Define democracy and its relationship to education and social change. What relationship *do* young people and/or schools currently have with this concept? What relationship *could* young people and/or schools have with this concept?

Students may consider incorporating responses to the following questions in their second reflection paper, due **December 10**:
1) What have you learned about yourself this semester through your experience as a Public Achievement coach? How has your thinking changed about democracy, education, and your ability to affect social change? How has your thinking changed about your K-12 and college education? How has your relationship with CU and the greater Boulder community changed? How has Public Achievement influenced your course work and/or future academic and professional plans?
2) What most surprised you about the course, program, your students, and yourself this semester? What was the semester's highlight? What challenges did you encounter, and how did you overcome them?

3) What role should courses like INVS2919/EDUC4800 play in the undergraduate experience? What role should programs like Public Achievement play in the K-12 experience?
4) How might the course and practicum be modified in the future to better serve the needs of both Public Achievement coaches and their K-12 students?

Research Papers & Issue Factsheets (15%)
This assignment is intended to encourage students to think critically and comprehensively about the social problems their Public Achievement students have identified**. In the form of a cohesive, five to eight page research paper, students must incorporate responses to the following questions, citing at least five published references including course readings.
1) What is the issue?
2) What is its history?
3) Whom does it affect most and how does it affect them?
4) What are the immediate and root causes of the issue?
5) How have communities (and young people) locally and/or nationally tried to address the issue?
6) Which local and/or national resources are available to address the issue?
The paper should be concluded with a personal analysis that incorporates responses to the following:
1) How might young people effectively address this issue in the future? How might they galvanize support from the greater community?
2) Why is it important that the issue be addressed primarily by young people (as opposed to other constituencies)?
3) Which challenges might young people experience when addressing this issue? Which strategies and tactics (from your research) could be employed to prevent/overcome possible challenges?

**Should student-identified issues be nebulous, INVS2919/EDUC4800 students are welcomed to research youth empowerment and/or democratic classrooms as an alternative assignment.

As a companion piece, students are required to develop a user-friendly factsheet on their respective topic for their Public Achievement students. One-pagers, factsheets must include research and resources that their K-12 students can build upon. Factsheets, which coaching partners may develop collaboratively, are due on **October 31** (AVID coaches) and **November 7** (Phoenix coaches). Research papers may be submitted anytime **between October 17 and November 14**.

One-to-One Relational Meeting Summaries (10%)
While Public Achievement coaches are strongly encouraged to conduct relational meetings with each of their elementary or high school students, coaches are required to conduct at least *four* one-to-one relational meetings during the fall semester. Aside from meeting with Public Achievement students, coaches may choose to meet with teachers, parents, elected officials and/or other community stakeholders. At least 30 minutes should be allocated for each meeting. Summaries of meetings will be accepted through **December 10**.

In-Class Essay (10%)
In lieu of a final exam, students will be required to complete two brief essays during the final class. Intended to evaluate students' understanding of the course material, this

assignment will require students to integrate course readings, class discussions, and personal reflections. A study guide will be provided prior to the final class.

Course Readings

INVS2919/EDUC4800 students will be required to read excerpts from the following texts, which may be accessed through Norlin's electronic reserve at the following address: http://libraries.colorado.edu/search/p The password for the course is **democracy**.

Boyte, H. (2008). *The Citizen Solution: How You Can Make a Difference*. St. Paul, MN: Minnesota Historical Society Press.

Chambers, E. (2005). *Roots for Radicals: Organizing for Power, Action, and Justice.* New York: Continuum.

Curtis, K. (2008). *Empowering Youth: How to Encourage Young Leaders to Do Great Things*. Minneapolis, MN: Search Institute.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New York Press.

Dewey, J. (2004). *Democracy and Education*. Mineola, New York: Dover Publications, Inc.

Freire, P. (2000*). Pedagogy of the Oppressed*. New York: Continuum Publishers.

Gandara, P. & Contreras, F. (2009). *The Latino Education Crisis: The Consequences of Failed Social Policies.* Cambridge: Harvard University Press.

Green, T., Woodrow, P & Peavey, F. (1994). *Insight and Action: How to Discover and Support a Life of Integrity and Commitment to Change.* Philadelphia: New Society Publishers.

Gruwell, E. (2007). *Teach with Your Heart*. New York: Broadway Books.

Hildreth, R. (1998). *Building Worlds, Transforming Lives, Making History: A Guide to Public Achievement*. Minneapolis: Center for Democracy and Citizenship.

Hooks, B. (2003). Confronting Class in the Classroom. In Darder, A., Baltodano, M. & Torres, R. *The Critical Pedagogy Reader*. New York: RoutledgeFalmer.

Howard, G. (2006). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teachers College Press.

Kaner, S. (1996). *Facilitator's Guide to Participatory Decision-Making*. Philadelphia: New Society Publishers.

Lareau, A. (2003). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

Mooney, C. (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St. Paul, MN: Redleaf Press.

Noddings, N. (1992). *The Challenge to Care in Schools: An Alternative Approach to Education*. New York: Teachers College Press.

Olson, K. (2009). *Wounded by Schools: Recapturing the Joy in Learning and Standing Up to*

Old School Culture. New York: Teacher's College Press.

Peterson, B. (2008). Plating Seeds of Solidarity. In Entin, J, Rosen, R. & Vogt, L. *Controversies in the Classroom: A Radical Teacher Reader*. New York: Teachers College Press.

Peterson, R. (2003). Teaching How to Read the World and Change It: Critical Pedagogy in the Intermediate Grades. In Darder, A., Baltodano, M. & Torres, R. *The Critical Pedagogy Reader*. New York: RoutledgeFalmer.

Putnam, R. & Feldstein, L. (2003). *Better Together: Restoring the American Community*. New York: Simon & Schuster.

Wink, J. (2011). *Critical Pedagogy: Notes from the Real World.* Upper Saddle River, N.J.: Pearson Education, Inc.

Suggested Reading

Bigelow, B. & Peterson, B. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: Rethinking Schools.

Flores-Gonzalez, N. (2002). *School Kids/Street Kids: Identity Development in Latino Students*. New York: Teachers College Press.

Delgado, M. & Staples, L. (2008). *Youth-Led Community Organizing*. Oxford: Oxford University Press.

Horton, M. and Freire, P. (1990). *We Make the Road by Walking: Conversations on Education and Social Change.* Philadelphia: Temple University Press

Kozol, J. (2005). *The Shame of the Nation*. New York: Three Rivers Press.

Longo, N. (2007). *Why Community Matters: Constructing Education with Civic Life*. Albany: State University of New York Press.

Mathews, D. (2006). *Reclaiming Public Education by Reclaiming Our Democracy*. Dayton: Kettering Foundation Press.

Meier, D. (2002). *The Power of Their Ideas: Lessons for America for a Small School in Harlem.* Boston: Beacon Press.

Nakkula, M. & Toshalis, E. (2006). *Understanding Youth: Adolescent Development for Educators*. Cambridge: Harvard Education Press.

Romo, H. & Falbo, T. (1996). *Latino High School Graduation: Defying the Odds.* Austin: University of Texas Press.

Rothstein-Fisch, C. & Trumbell, E. (2008). *Managing Diverse Classrooms: How to Build to Students' Cultural Strengths*. Alexandria, VA: Association for Supervision and Curriculum Development.

Shor, I. (1992). *Empowering Education: Critical Teaching for Social Change.* Chicago: The University of Chicago Press.

Shor, I. (1996). *When Students Have Power: Negotiating Authority in a Critical Pedagogy*. Chicago: The University of Chicago Press.

Students are also strongly encouraged to visit the Public Achievement web site at www.publicachievement.org for coaching strategies, sample group activities, and relevant resources throughout the semester.

Attendance & Tardiness Policy

With attendance, students are permitted one "wellness" day away from class. One's course grade will be reduced by 20 points or five percent of his/her final grade for each absence beyond one. Three tardies constitute one absence. Should students encounter a medical or family emergency that prevents them from attending class, they are asked to contact the instructor as soon as possible.

Grading Evaluation and Criteria

Course grades will be calculated according to the following point system:

A = 94 – 100%	376-400 points
A- = 90 – 93%	360-375 points
B+= 87– 89%	348-359 points
B = 84 – 86%	333-347 points
B- = 80 – 83%	320-332 points
C+= 77– 79%	308- 319 points
C = 74 – 76%	296-307 points
C- = 70 – 73%	280-295 points
D+= 67– 69%	268-279 points
D = 60 – 66%	240-267 points
F = below 60 %	0-239 points

Rubric for Papers

An "A" paper expresses independent thought with grace, clarity, and force. It is organized well, its purpose is clear, and its ideas are supported with pertinent details. Its words are used with precision and are suited to its purpose (formal or informal, factual or imaginative, personal, or impersonal). An "A" paper is free from mechanical errors in grammar, spelling, and punctuation.

A "B" paper is also superior, but it typically has certain shortcomings. For example, it may have routine errors, occasional monotony in expression, lack of originality, ambiguity of purpose, some lack of precision, and economy in use of words.

A "C" paper is satisfactory, acceptable as college work, but it is routine in effect because of pedestrian style, trite expression, inadequate support of generalization, reliance on uninteresting details, careless errors in mechanics, and above all, absence of an original, significant purpose, or point of view.

A "D" paper means unsatisfactory work, below college standards. It may have redeeming features, such as a discoverable though shaky effort to deal with ideas. Frequently, its writer has not understood the assignment and therefore misses the target. At times the paper is passable and adequate in what it says, but quite inadequate in its manner of saying it—poor mechanics and ineffective style (monotonous sentence patterns, imprecise words, rambling organization, repetition of ideas). Generally, however, weakness of form goes with weakness of content.

An "F" grade on one paper does not necessarily mean that the writer is doomed to fail the course. It does mean that performance on the particular assignment is markedly below college standards and that prompt improvement needs to be made. Since understanding these weaknesses is the first step toward eliminating them, the writer should check carefully to see what is wrong.

Rubric for Class Engagement

An "A" grade for class engagement means the student's contributions in small and large group discussions reflect exceptional preparation and thought. Ideas offered are always substantive, provide one or more major insight, and are supported by course readings and personal experience. Challenges are well substantiated and persuasively presented. If this student were not a member of the class, the quality of discussion would be diminished markedly.

A "B" grade for class engagement means the student's contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

A "C" grade for class engagement means the student's contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternately, this person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Course Outline

DATE	ACTIVITY/DISCUSSION
WEEK 1	
22-Aug	Setting the Stage: Course & Program Overview Video: *We the (Young) People* Guest: Maggie Sullivan, Centaurus Faculty/AVID Coordinator
WEEK 2	
29-Aug	Public Achievement: Coaching & Core Concepts Discussion: Boyte's *The Citizen Solution*, 107-123, Hildreth's *Building Worlds*, 15-61 & Gruwell's *Teach with Your Heart*, 1-8 and 15-30 PA Coach Panel Guest: Jesse Bedirian, AmeriCorps Coordinator **Reflection Paper Due**
WEEK 3	
5-Sep	**NO CLASS: LABOR DAY**
WEEK 4	
12-Sep	Public Achievement & Childhood Theory Discussion: Dewey's *Democracy and Education,* 1-16 &

	Mooney's *Theories of Childhood,* 21-35 and 59-95
WEEK 5	
19-Sep	Public Achievement & Critical Pedagogy Freire's *Pedagogy of the Oppressed*, 71-86; Peterson's *Teaching How to Read the World,* 365-387 & Wink's *Critical Pedagogy: Notes from the Real World*, 1-16
WEEK 6	
26-Sep	Cultural Competency Discussion: Howard's *We Can't Teach What We Don't Know,* 69-86 Cultural Competency Workshop - Intercambio in Communities
WEEK 7	
3-Oct	Effective Facilitations Skills Discussion: Kaner's *Facilitator's Guide,* 55-84 & Green's *Insight and Action*, 90-116 Facilitation & Group Decision-Making Workshop - Daniel Escalante
WEEK 8	
10-Oct	Effective Pedagogical Practices & Relational Meetings Discussion: Noddings' *The Challenge to Care,* 15-27, Olson's *Wounded by School*, 162-182 & Chambers' *Roots for Radicals*, 44-54 Video Excerpts: *The Freedom Writers & Chalk*
WEEK 9	
17-Oct	Youth Leadership & Effective Pedagogical Practices Discussion: Curtis' *Empowering Youth*, 45-75; Peterson's *Planting Seeds,* 61-69 & Putnam's *Better Together*, 142-165 **Lesson Plan Due (AVID)**
WEEK 10	
24-Oct	Childhood & Adolescent Development Reading Discussion: TBD Guest Speaker: Dr. Ben Kirshner Campus Visitation Prep
WEEK 11	
31-Oct	Education & Race Discussion: Gandara's *The Latino Education Crisis*, 1-14 and 86-120 & Delpit's *Other People's Children*, 167-183 Video Excerpt: *Lost in Translation: Latinos, School & Society* **Issue Factsheet (AVID) & Lesson Plan Due (All)**
WEEK 12	
7-Nov	Education & Class Discussion: Lareau's *Unequal Childhoods*, 233-257 & Hooks' *Confronting Class in the Classroom*, 142-150 Guest Speaker: TBD

	Issue Factsheet & Lesson Plan Due (Phoenix)
WEEK 13	
14-Nov	Educational Trends & Reform Video Excerpt: *The Lottery* **Research Paper & Lesson Plan Due (All)**
WEEK 14	
21-Nov	**NO CLASS: FALL BREAK**
WEEK 15	
28-Nov	Course Review & Evaluation INVS2919/EDUC4800 Jeopardy **Lesson Plan Due (All)**
WEEK 16	
5-Dec	Reflection & Semester-End Celebration **In-Class Essay** **Relational Meeting Summaries & Reflection Paper Due Saturday, Dec. 10**

Practicum Schedule

DATE	SCHOOL/CLASS	ACTIVITY/DISCUSSION
WEEK 1		
25-Aug	CES – Phoenix	IHAD & CES Orientation– Cathie Williamson & Enrique Franco – Room 240
26-Aug	CHS - AVID 9, 10, 11, 12	(Re)introduction to PA, Semester Overview & Community Building
26-Aug	CHS - Sanchez	Introduction to Service-Learning, Semester Overview & Community Building
WEEK 2		
1-Sep	CES - Phoenix	Introduction to PA, Semester Overview & Community Building
2-Sep	CHS - All	**NO CLASS: BVSD Professional Development Day**
WEEK 3		
8-Sep	CES – Phoenix	Community Building (Continued)
9-Sep	CHS – AVID 9 & 10	Community Building & Introduction to Community Issues – Councilor Cutler
9-Sep	CHS – AVID 11,12 & Sanchez	Intro. to Social Justice & Equity Issues – Daniel Escalante
WEEK 4		
15-Sep	CES – Phoenix	Self-Interest Identification & Introduction to Community Issues
16-Sep	CHS - AVID 9 & Sanchez	Introduction to Community Issues - Non-Profit Panel
16-Sep	CHS – AVID 10	Introduction to Social Justice & Equity Issues – Kate Cumbo
16-Sep	CHS – AVID 11	Introduction to Community Issues – Mayor Pro Tem Ruggeri
16-Sep	CHS – AVID 12	Introduction to Regional and National Issues – New Era (TBC)
WEEK 5		
22-Sep	CES – Phoenix	Introduction to Community Issues – Guest Panel
23-Sep	CHS – AVID 9, 10, 11, 12	Issue Identification – Community Café

23-Sep	CHS - Sanchez	Assistant Coach Training/Project Identification
WEEK 6		
29-Sep	CES – Phoenix	Mini Service Project - Sister Carmen Community Center
30-Sep	CHS – AVID 9, 10, 11, 12	Issue Research & Issues Convention Preparation
30-Sep	CHS - Sanchez	Assistant Coach Training/Project Planning
WEEK 7		
6-Oct	CES – Phoenix	Project Reflection & Issue Identification
7-Oct	CHS – AVID 9, 10	Issues Convention
7-Oct	CHS – AVID 11, 12	Issues Convention & Issue Group Formation
7-Oct	CHS – Sanchez S-L	Project Implementation
WEEK 8		
13-Oct	CES – Phoenix	Issue Research & Issues Convention Preparation
14-Oct	CHS – All	**NO CLASS: BVSD Professional Development Day**
WEEK 9		
20-Oct	CES – Phoenix	Issues Convention Preparation (Continued)
22-Oct	CHS - AVID 9, 10	Issue Group Formation: Community Building/Group Visioning
22-Oct	CHS – AVID 11, 12	Issue Research – Current Events
22-Oct	CHS – Sanchez S-L	Project Implementation (Continued)
WEEK 10		
27-Oct	CES – Phoenix	Issues Convention
28-Oct	CHS – All	**CU Campus Visit – 11:00 am – 2:30 pm**
WEEK 11		
3-Nov	CES – Phoenix	Issue Group Formation & Community Building
4-Nov	CHS – AVID 9, 10	Campus Visit Debrief & Issue Research - Current Events
4-Nov	CHS – AVID 11, 12	Campus Visit Debrief & Project Identification
4-Nov	CHS – Sanchez S-L	Campus Visit Debrief, Project Reflection, & MLK Day Planning
WEEK 12		
10-Nov	CES – Phoenix	Mini Service Project - TBD
11-Nov	CHS – All	**NO CLASS: Veterans Day**
WEEK 13		
17-Nov	CES – Phoenix	Issue Research & Project Identification
18-Nov	CHS – AVID 9, 10	Project Identification – Community Café
18-Nov	CHS – AVID 11, 12	Project Research & Spring Project Planning
18-Nov	CHS – Sanchez S-L	MLK Day Planning (Continued)
WEEK 14		
24-Nov	CES – Phoenix	**NO CLASS: Fall Break**
25-Nov	CHS – All	**NO CLASS: Fall Break**
WEEK 15		
1-Dec	CES – Phoenix	Project Identification (Cont.) and Preliminary Spring Planning
2-Dec	CHS – AVID 9, 10	Project Identification (Cont.) and Preliminary Spring Planning

2-Dec	CHS – AVID 11, 12	Project Research & Spring Project Planning (Continued)
2-Dec	CHS – Sanchez S-L	MLK Day Preparation (Continued)
WEEK 16		
8-Dec	CES – Phoenix	Reflection, Evaluation & Semester-End Celebration
9-Dec	CHS – All	Reflection, Evaluation & Semester-End Celebration

Practicum Information & Transportation

Students are responsible for providing their own transportation to and from their respective practicum site each week, and are encouraged to either carpool or take public transportation.

Centaurus High School

Centaurus High School is located at 10300 South Boulder Road in Lafayette, and can be reached via the DASH, which runs every 30 minutes from Broadway and 16th to South Boulder and Centaur Village Drive. (For directions and a map of Centaurus, please see: http://www.bvsd.org/schools/centaurus/Map/Pages/default.aspx) The Centaurus administration asks that coaches refrain from parking in spaces reserved for *staff/faculty* and *visitors*, as well as requests that coaches sign in each week in the school office.

At Centaurus High School, AVID sophomores will meet from 10:30 a.m. to 11:25 a.m. in Johanna Lohr's classroom (room 129), and AVID juniors will meet from 11:30 a.m. to 12:25 p.m. in Maggie Sullivan's classroom (room 222). Beginning October 22, AVID freshmen will meet from 1:05 p.m. to 2:00 p.m. in either Jeff Jackson's classroom (room 130) or Jen Moeller's classroom (room 236). Until then AVID freshmen will meet in the Student Activities Center (or more commonly the Fishbowl), which is the glass room across from the main office. AVID seniors will meet from 2:05-3:00 p.m. in Kyle Riechert's classroom (room 202).

Six Sanchez Dreamers (high school seniors who participate in "I Have a Dream" programming) will also continue to participate in Public Achievement this year as assistant coaches. They will join AVID freshmen and their Public Achievement coaches beginning October 7. Prior to October 7, the Sanchez Dreamers will meet in Kyle Mason's classroom (room 134). Program coordinator Elyana Funk and "I Have a Dream" AmeriCorps member Suzy Bermont will be available for assistance.

Columbine Elementary School

Columbine Elementary School is located at 3130 Repplier Drive in North Boulder. Coaches are encouraged to either take the 204 from Broadway and Euclid to 19th and Floral, or carpool and park in the neighborhood surrounding the school. Columbine coaches will support 65 fourth-graders, the great majority of whom are Phoenix Dreamers, on Thursdays from 3:30 to 4:30 p.m. "I Have a Dream" program coordinator Enrique Franco; AmeriCorps members Emily Felton and Julie Sundermann; and intern Amélie Lohmann will be available to assist coaches each week. Coaches must sign in each week in the school office.

UCAN Serve AmeriCorps

INVS2919/EDUC4800 students are encouraged to apply for an AmeriCorps Education Award via the University of Colorado's Service-Learning Office. In exchange for 300 hours of service to the community, which may be earned through two semesters of INVS2919/EDUC4800, students will receive a $1,132 education scholarship. For more information, contact Jesse at 303-492-7718 or acorps@colorado.edu.

Community Resources

The University of Colorado has formed partnerships with several community-based non-profits and municipal agencies, including the YMCA of Boulder Valley; the Lafayette Youth Advisory Committee; Boulder's Youth Opportunities Advisory Board; and the City of Lafayette. Additional information about these (and other helpful) resources may be accessed via the following links:

AVID: http://www.avidonline.org/
Boulder Valley School District: www.bvsd.org
Center for Democracy and Citizenship: www.augsburg.edu/democracy/index.html
City of Boulder: www.bouldercolorado.gov
City of Lafayette: www.cityoflafayette.com
Colorado Campus Compact: www.cccompact.org/
I Have a Dream Foundation: www.ihaveadreamboulder.org
Public Achievement: www.publicachievement.org

INVST Community Studies & Campus Policies

Multicultural Pluralism Statement

INVST Community Studies seeks and supports the participation of individuals and communities that reflect diversity of ability status, age, color, ethnicity, gender, gender variance, life experience, national origin, race, religion, sexual orientation, socio-economic status and veteran status.

Ability Status Statement
Students, who qualify for accommodations due to a disability, must submit a letter from Disability Services in a timely manner so their needs may be addressed. Disability Services determines accommodations based on documented disabilities, and can be reached at (303) 492-8671, the Center for Community N200, or www.colorado.edu/disabilityservices.

Students, who have a temporary medical condition or injury, are advised to see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Religious Observances Statement
While INVST Community Studies recognizes that there are hundreds of religious traditions and that INVST community members may consider themselves practitioners of various traditions, staff has researched five religions--Buddhism, Christianity, Hinduism, Islam, and Judaism--that it considers to be the five most often practiced at CU. Furthermore, staff members understand that there are dozens of holidays within each of these five religious traditions, and they have chosen to distinguish the "High Holidays" or sacred dates to inform the following policy:
* If a class is scheduled on a High Holiday, attendance is not mandatory for those observing the High Holiday. Absence will be excused without consequence.
* Due dates for assignments, when they coincide with High Holidays, may be re-negotiated based on advance communication between the student practicing a particular faith, and the instructor(s).
The following High Holidays will be observed during the fall 2011 semester:
Aug. 22: Krisha Janmashtami
Aug. 31 - Sept. 2: Eid al Fitr (end of Ramadan)
Sept. 28 - Oct. 5: Navaratri
Sept. 29 - 30: Rosh Hashanah
Oct. 8: Yom Kippur
Oct. 26: Diwali (or Deepavalli)
Nov. 6 - 9: Eid al Adha
Nov. 24: Thanksgiving
For a complete calendar, go to http://www.interfaithcalendar.org/2011.htm Students are advised to see their instructor well in advance if they intend to observe a High Holiday during this semester or foresee a scheduling conflict that relates to their faith.

Civility
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at
http://www.colorado.edu/policies/classbehavior.html and at
http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination & Sexual Harassment
The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has

been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

School of Education Practicum Statement

Full participation in practicum is a course expectation. Successful completion of EDUC 4800-803 is dependent upon successful completion of students' practicum experience; in other words, if students don't pass practicum, they won't pass EDUC4800-803. Successful completion of practicum involves full attendance each week, acceptable evaluations by cooperating practicum teachers, and competent performance on field-based assignments from this course. This course has 15 required hours of practicum.

INVST Community Studies

INVST Community Studies programs develop engaged citizens and leaders who work for the benefit of humanity and the environment. Adhering to its mission, INVST offers:

- A comprehensive two-year Community Leadership Program that develops community leaders who engage in compassionate action as a lifetime commitment;
-Community Studies Electives that foster civic responsibility and leadership potential;
-A Youth Council for Public Policy that empowers students to use the democratic process as a tool for positive social change; and
-A Public Achievement program that matches students with K-12 students to create community service projects and critically examine the education system.

For more information about INVST Community Studies, visit www.colorado.edu/communitystudies.