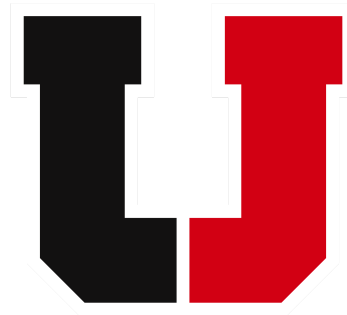


Upper St. Clair School District
Fall/Winter 2023-24
Curriculum Recommendations
January 8, 2024



Counseling

Sophomore Career Program



RECOMMENDATION:

Pilot a Sophomore Career Program for all 10th grade students in the 24-25 school year.

Name:
Jennifer Kirk

Level:
High School

Subject Area:
Counseling

Curriculum Recommendation Period:
Fall 2023

Reason(s) for Recommendation

1. In 2006, the Pennsylvania State Board of Education established the state Academic Standards for Career Education and Work (CEW standards, part of 22 Pa. Code Chapter 4, and made the standards required education for all students in Pennsylvania. The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. By the end of grade 11, the school will implement students' individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards.
2. Beginning in the 2017-18 school year, school entities began reporting student-level data for the Career Readiness Indicator in the Pennsylvania Information Management System (PIMS). This document provides guidance for evidence collection, monitoring, and reporting students for this measure.
3. Career and Education Work Standards for students are extensive. Examining the delivery methods for engaging students in the related CEW processes will both fulfill the standards while also following best practices in service delivery.
4. All USCHS 9th grade students currently participate in Freshman Seminar with a curriculum including fulfillment of 9th grade Career and Education Work Standards graduation requirements. Students engage in classroom instruction and guided support to complete the 9th grade CEW requirements. Similarly, 10th grade students would benefit from classroom instruction and guided support in completing their 10th grade CEW requirements. This framework creates a sustainable structure to ensure best practice in service delivery.
5. It is important to ensure a cohesive continuum of developmentally appropriate experiences in the Career and Education Work Standards delivery.

Implementation Steps

1. Seek administrative approval.
2. Collaborate with HSLT on scheduling Sophomore Career Program; within school day and timeline. Further, work with the Social Studies Department to utilize Day 1 classroom instruction; and, identify ART time.

3. Write a description and add to the Program of Studies.
4. Provide summer workshop time for counselors to re-imagine the curriculum.

Cost

1. Summer workshop time for school counselors to re-imagine and develop curriculum. 3 school counselors x 18 hours x \$35.56/hour = \$1920.24

Administrative Reaction

Approved. Having dedicated time in the schedule to address the many and meaningful career planning objectives will allow the experience to be less stressful and more effective for student.

1 Year in Review

English Language Arts

Adopt the novel *Restart* in 6th Grade



RECOMMENDATION:

Adopt the novel *Restart* by Gordon Korman for use in 6th grade.

Name: Kate Ruth	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2023
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Reason(s) for Recommendation

1. The Middle School ELA Department has the long-term objective of continuing to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content. The ultimate goal of new novel selections is always to align with the curriculum and instruction as well as to inspire a life-long love of reading. Adjustments to the current pairings and/or sequencing of novels is needed to continue to meet these goals at the highest level possible.
2. This novel meets the curriculum objectives of analyzing how particular sentences, chapters, scenes, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. To accomplish the goals above, several texts were read and formally evaluated by teachers and administrators. The consensus of the review team was the selection of this novel as the best choice in meeting curricular objectives, aligning with cross-curricular objectives, and increasing student engagement.
4. *Restart* is a realistic fiction story about a young boy who wakes up from a coma with no memory of who he is or how he got there. As he slowly pieces together his past, he must confront his previous identity as a popular bully and decide who he wants to be going forward. This story addresses themes of identity, transformation, and friendship, all of which are relatable and relevant themes for 6th graders.
5. *Restart* is written in an alternating character's point of view, which allows students to analyze the various perspectives from which the story is told.
6. 6th grade students currently read another title by Gordon Korman, therefore by adding *Restart* as a core text, students can analyze this particular author's craft using multiple texts.
7. In Summer 2023, 6th grade teachers worked to develop curriculum to instruct this novel. Teachers identified key vocabulary and comprehension activities related to this text in order to meet students' instructional needs.
8. In Fall 2023, 6th grade teachers piloted this novel for use in many classes, including resource and inclusion ELA classes. Teachers agreed *Restart* was a solid addition to the options for 6th grade novels.

Implementation Steps

1. Seek administrative approval
2. As part of ongoing meetings and 2024 summer work, determine the ideal placement and use of this book for SY 2024-25.

Cost

none

Administrative Reaction

Approved. The ongoing effort to provide texts that meet the course objectives and student interests are important.

1 Year in Review

Adopt *The Girl Who Fell Beneath the Sea* as a supplemental text for Honors English 10 and MYP Honors English 10



RECOMMENDATION:

Adopt *The Girl Who Fell Beneath the Sea* by Axie Oh as a supplemental text for Honors English 10 and MYP Honors English 10.

Name:
Melissa Tungate

Level:
High School

Subject Area:
ELA

Curriculum Recommendation Period:
Fall 2023

Reason(s) for Recommendation

1. The introduction of *The Girl Who Fell Beneath the Sea* will broaden the scope of the 10th grade literature curriculum, approved as a global literature course, to include the continent of Asia.
2. The themes of the novel are engaging and age appropriate for teenagers, and align with the overarching theme of the unit, “conflict and growth.”
3. The book promotes global awareness as it provides a modern take on a famous Korean myth.
4. The book broadens the scope of the literature taught in these courses, as its author is both female and Asian, and the protagonist is female.
5. It is written at a level appropriate for a supplemental text, and can be easily read and understood by 10th grade students without additional support.
6. The book has won a number of awards including: NRP Best Book of 2022, New York Public Library Best Book of 2022, Yalsa Best YA of 2022 Top 10 Selection, 2023 ALA Rise List Selection. (Please see novel adoption form for a comprehensive list).

Implementation Steps

1. Seek administrative approval.
2. Create unit plan and update Rubicon Atlas.
3. Offer as an option in the spring of the 2023-24 school year.

Cost

130 copies X \$17.00 = \$2,210

Administrative Reaction

Approved. This novel fits very well within the new course framework and enhances the supplemental reading choices and experience.

1 Year in Review

Change the course title for Video 1 to Intermediate Video



RECOMMENDATION:

Change the title of the Video 1 elective offering to Intermediate Video.

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2023
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Reason(s) for Recommendation

1. The current identification of the two video course offerings, Introduction to Video and Video 1, has caused confusion for students during registration.
2. This name change delineates a clear sequence for students: Introduction to Video and then Intermediate Video, making the scheduling process easier for students, parents, staff, and counselors.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies* to reflect course name change for the 2023-2024 school year.

Cost

None

Administrative Reaction

Approved. Clarification of this course title was needed and will be helpful to the course selection process.

1 Year in Review

Pilot a yearlong elective in communications



RECOMMENDATION:

Offer a yearlong elective in communications with three twelve-week sessions entitled Mastering Media: From the Page to the Digital Age.

Name:
Melissa Tungate

Level:
High School

Subject Area:
ELA

Curriculum Recommendation Period:
Fall 2023

Reason(s) for Recommendation

1. Currently, there are no yearlong introductory courses in communications. Offering an introductory course with three twelve-week mini-courses allows students to experience and explore forms of media to gauge interest for potential continued advanced studies, enhancing our offerings in the humanities, arts, and language.
2. A semester elective course in Mass Media exists in Rubicon Atlas but has not been taught in over a decade because of lack of interest. The course is now outdated.
3. With the ever changing digital landscape, this course allows students to sharpen communication skills in the vast forms of media and to understand the relationship between society and mass media.
4. The three modules would consist of the following topics:
 - **Evolution of Media (12 weeks)**
 - The Big Three:
 - Print Media (newspaper, print magazines, online blogs, etc)
 - Broadcast Media (streaming services, Spotify, Apple Music, Youtube, cable, etc.)
 - Digital Media (social media platforms)
 - Each area of media will focus on the evolution, ethics, and expression (informing, persuading, entertaining) while connecting mass media to culture.
 - **Introduction to Video (12 weeks)**
 - Basic Camera and Editing Procedures
 - Basic Camera Shooting Techniques
 - Creating Shot Sequences
 - Mimic Commercial
 - Music Video

- **Presentation Techniques (12 weeks)**

- Presentation software
- Preparation and delivery skills
- Presentation Practice in various forms of expression: informing, persuading, and entertaining

5. This course is the first course in a potential updated pathway for communications electives for students. An updated pathway may include other current courses in the curriculum and new potential offerings.

Implementation Steps

1. Seek administrative approval.
2. Update *Program of Studies*.
3. Create course in Rubicon Atlas, revising curriculum already approved in Mass Media, Speech, and Introduction to Video.
4. Offer course in 2023-2024 school year.

Cost

Up to 18 hours of workshop time for up to 3 teachers - \$35.56/hour X 54 hours = \$1,920.24

Administrative Reaction

Approved. This is an exciting and creative new offering that will provide students the skills to communicate meaningfully and effectively in the digital media society which is such a pervasive part of their world.

1 Year in Review

Music

Revised Pantheon Choir



RECOMMENDATION:

Revise the current High School choir curriculum and offerings (Grades 9-12).

Name:
John Seybert

Level:
High School

Subject Area:
Music

Curriculum Recommendation Period:
Fall 2023

Reason(s) for Recommendation

1. The basis of this recommendation is to revise the Pantheon Choir curriculum. This recommendation would allow all ninth-grade students to enroll in the Pantheon Choir course rather than the current curriculum which requires all ninth-grade students to enroll in Men's Ensemble or Clarion Choir.
2. This recommendation would allow all ninth-grade students to sing in a four-voice (SATB, Soprano, Alto, Tenor, and Bass) choral ensemble throughout their high school studies.
3. We recommend offering at least two sections of Pantheon Choir (SATB Ensemble) to provide additional opportunities for students to enroll in this ensemble and avoid inherent schedule conflicts.
4. The USCHS Choral Curriculum will also offer opportunities for Grades 9-12 students to sing in specified ensembles (i.e., Men's Ensemble or Clarion Choir) and advanced audition-based ensembles (i.e., Chanteclairs).

Implementation Steps

1. Seek Administrative Approval.
2. Revise the course description in the Program of Studies (2024-2025).
3. Present the plans for the revised ensemble to parents and students.

Cost

None

Administrative Reaction

Approved. It is anticipated that this change will be positive for all students in terms of the quality of the experience as well as allowing for increased student participation.

1 Year in Review

Science

Designate Advanced Engineering and Advanced Robotics as Honors level courses.



RECOMMENDATION:

Designate Advanced Engineering and Advanced Robotics as Honors level courses beginning in the 2024-25 school year.

Name: Colin Syme	Level: High School	Subject Area: Science/Tech Ed	Curriculum Recommendation Period: Fall 2023
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Reason(s) for Recommendation

1. As is widely known, developing STEAM skills is vital for today's job market. As such, we at USCHS would like to encourage our students to study and develop knowledge and skills in these areas. The awarding of honors designation to the advanced levels of engineering and robotics courses would encourage students to comprehensively develop their knowledge in these courses, as opposed to taking a cursory approach.
2. According to the Program of Studies, "Honors level courses have an increased level of rigor and cover content in more depth and breadth. Students should anticipate material being covered at a faster pace, a higher demand for outside of school work, and additional reading and writing assignments." Each of the courses, Advanced Engineering, and Advanced Robotics, expect students to complete work at an honors level. Each course covers a wide range of material at both breadth and depth. The courses are run at a quick pace and students must complete work outside of class to be successful. Additionally, to reach this level in Advanced Engineering and Advanced Robotics, students would have completed a full year of Technology Now and Tomorrow (TNT) as well as a semester in either Intermediate Robotics or Intermediate Engineering.
3. The Advanced Engineering course requires the following rigorous content and skills:
Students are expected to develop solutions to real world problems through thoughtful use of the engineering design process. This process requires extensive research and movement through iterative designs. As the students move through their designs, they use advanced solid modeling software that requires an ability to think 3 dimensionally, apply high level math concepts, and the ability to read and comprehend technical instructions. This is the very same software that is in use in industry at large. The models provide a framework for them to use the technical equipment in the lab (CNC machines, laser engravers, 3D printers) as well as the more fundamental manufacturing equipment. It is not uncommon for students to develop code for raspberry Pi's, and arduino's. Reading circuit diagrams to inform themselves on how to wire and solder has become more and more prevalent. Along the way, each student is subject to exams and a daily review of their work.
4. The Advanced Robotics course will implement a third party competition to drive students' design challenges. With a different "game" each year, students will need to research, brainstorm, design, and program a robot to achieve points through the game and compete with and collaborate with their peers. This process will not only require technical skills, but also analytical and communication skills. Students will not be given a template to design a robot. They will need to incorporate the fundamentals that they learned in TNT and Intermediate Robotics to create something unique within the parameters of the competition. Students will continue to work through the engineering design cycle throughout the year to improve upon their design and code.

Students will attend scrimmages and competitions as the year progresses in an attempt to make it to the next level of competition. As the year comes to an end, the goal would be for students to share their experience through various outreach opportunities.

5. In a parallel progression of skills, students begin in TNT gaining exposure and skills in computer programming then progress into Intermediate Programming. Those seeking deeper knowledge and skills then enroll in AP Computer Science, which is similarly awarded Honors Level recognition.
6. Advanced Robotics and Advanced Engineering are academically challenging courses that build on previous learning, adding to the demands placed on students. The precedent for increasing rigor and accompanying honors designation has been set in World Language, where the increased academic rigor offers levels 4 and 5 an honors designation in all languages.

Implementation Steps

1. Administrative approval.
2. Update the *Program of Studies*.
3. Inform students, parents, and school counselors of the change in credit.
4. Update Rubicon Atlas.

Cost

None

Administrative Reaction

Approved. The level of rigor and sophistication of learning in these courses make them deserving of the honors designation.

1 Year in Review

Other - Leadership

To offer Leadership Academy Phase III as a University of Pittsburgh College in High School (CHS) course.



RECOMMENDATION:

Offer Leadership Academy Phase III as a University of Pittsburgh College in High School (CHS) course.

Name: Dan Beck	Level: High School	Subject Area: Other	Curriculum Recommendation Period: Fall 2023
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Reason(s) for Recommendation

1. As outlined in a spring 2023 curriculum recommendation, a proposal was made to study Leadership Academy, to include a review of a University of Pittsburgh College in High School (CHS) leadership course. A team of teachers studied course enrollment trends and curriculum across all phases. Further, teachers met with teachers from other local districts that offer the CHS *Theories of Leadership*. Lastly, teachers met with professors and administration from the University of Pittsburgh to learn about the process for implementing the course.
2. The study of the Leadership Academy reaffirmed the energy and effort of those involved. While the Leadership Academy has been a credit-bearing summer enrichment experience since 2010, all students are welcome, embracing a philosophy that *all* students are leaders because, at the very least, they lead their own lives.
3. At the high school, students may currently earn up to three elective credits by completing one Leadership Academy phase each summer over three summers (Leadership Academy Phases 1, 2, and 3).
4. As an outcome of a spring 2023 curriculum recommendation, facilitators of the USC Leadership Academy studied Leadership Academy Phase 4. Specifically, teachers studied the scope & sequence of the student experience (See Appendix A, an explanation of the *current* Leadership Academy Phases).
5. Through this process, teachers concluded and recommended restructuring the trajectory of Leadership Academy phases by embedding a College in High School (CHS) course as a foundational component of a revised Phase 3.
 - a. In partnership with the University of Pittsburgh, there is an agreement to host this 3 credit course over a 6-week period in the summer of 2024.
 - b. Twenty of 30 students who completed Phase 3 last year expressed interest in furthering their Leadership Academy experiences by way of a CHS course. Students provided informal feedback that they would prefer a structure that meets once per week, offering the flexibility of the content to be in-person or virtual depending on what they are exploring and learning about.
 - c. In order to accommodate the future structure of a Phase 4 experience, where all current active students who completed Phase 2 & 3 last year will have the opportunity to enroll in this 6-Week CHS course (Appendix B).

6. Phase 4 will involve student leaders developing engaging lessons, crafting meaningful activities, and sharing their own leadership journeys to inspire and guide the next generation of participants, serving as student facilitators alongside Upper St. Clair High School Leadership Academy teachers. This structure, while no longer offering overnight travel as part of the opportunity to earn high school course credit, will increase student access and eliminate unpredictable obstacles of cost, travel, and inconsistent partnerships. It will thoroughly prepare students to reflect, design, and support facilitators in the final phase. By completing this CHS course, all future Phase 4 students, in the summer of 2025 and beyond, will be prepared for an experiential, student-led capstone experience.
7. Previously, Phase 3 focused on service learning. The opportunity to have service-oriented experiences will still exist at USCHS in alignment with Board Policies 121 & 122. There is further exploration necessary to consider if students who complete the first three years of the Leadership Academy could have additional access to these service-related trips.
8. The curriculum recommended for this course is drawn from the structure and content implemented by the University of Pittsburgh, comparable CHS programs in the Pittsburgh area, and the expertise/research of District Leadership Academy teacher staff.
9. This course also aims to foster tie-ins to current district initiatives including the Certificate of Global Fluency, the STEAM Pathway Program, the National Honor Society, Future Teachers of America, and the Business Program (to be launched in spring 2024).
10. For students who enroll in the summer of 2024, the enrollment fee for the University of Pittsburgh credits will be waived thanks to Pennsylvania Department of Education (PDE) grant funding intended to promote CHS offerings in districts across the Commonwealth.

Implementation Steps

1. Seek administrative approval.
2. Complete the CHS instructor approval process through the University of Pittsburgh.
3. Assemble a core team of teachers for this course for additional planning day(s).
4. Present to high school and district administration to review the scope & sequence and proposed 6-week experience.
5. Update the *Program of Studies*. Within the course description, it is notable that this summer course will carry a letter grade (A, B, C, D, F), and as per recently released PDE regulations related to CHS courses, the course will also be weighted. Highlight that students will receive a letter grade and 1 HN credit, weighted, when enrolled.
6. Present information to students & parents.
7. Enroll students within the University of Pittsburgh Portal.
8. Pilot the CHS Leadership course from June 24, 2024 - August 2, 2024.
9. Assess the effectiveness of the pilot through instructor, student, administration, and parent feedback and student performance in the course.

10. As determined by data collection, propose the course for adoption for the 2024-2025 summer, unless strategic planning aligns with recommendations to adopt into the school year (in alignment with Reason #8 above).

Cost

1. Instructor costs: 24 hours x 4 teachers x \$34.71 = \$3,332.16
2. Textbook costs: ~\$1,889 (not including fees, taxes)
 - a. Fables and the Art of Leadership - Applying the Wisdom of Mister Rogers to the Workplace (Mitroff & Mitroff) ISBN: 978-1137003089
 - i. 5 copies: [Amazon](#) 5 x \$50 = \$250
 - b. The Energy Bus (Gordon) ISBN: 978-0470100288
 - i. 30 copies: [Amazon](#) 30x \$16 = \$480
 - c. The Student Leadership Challenge (Kouzes & Posner) ISBN: 978-1119421917
 - i. 30 copies: [Amazon](#) 30 x \$29 = \$879
 - d. The Student Leadership Challenge: Workbook (Kouzes & Posner) ISBN: 978-1118390108
 - i. 5 copies: [Amazon](#) 5 x \$19 = \$95
 - e. The Student Leadership Challenge: Facilitation and Activity Guide (Kouzes & Posner) ISBN: 978-1118390085
 - i. 5 copies: [Amazon](#) 5 x \$37 = \$185

Administrative Reaction

Approved. A significant amount of thought and effort have been put into this recommendation in order to provide an equitable and meaningful experience for students. Continuing to monitor student participation, engagement, and needs will be important in the implementation of these changes and the evolution of this course/experience.

1 Year in Review

Appendix A:

Explanation of Current Leadership Academy Phases:

1. Phase I: Who You Are is How You Lead
 - a. Phase I of the USCHS Leadership Academy lays the foundation of students' transformative leadership journey. Focusing on the cultivation of core values that underpin effective leadership, over the course of an immersive week, students delve into 10 fundamental values, gaining a deep appreciation for their significance and relevance in leadership roles. Through guided self-exploration, using tools such as Total Leader 2.0, MBTI, etc, students are introduced to the foundation skills of leadership and are shown that leadership comes in a variety of forms whether it be in large groups, student clubs, or even managing our own personal journeys. The goal of Phase I is to excite and engage students as they begin their leadership experience. Students work to create their own Leadership Portfolio, which includes a Mission/Vision statement, SMART goals, and Leadership Lessons for Life.

2. Phase II: Relational leadership, visionary leadership, servant leadership
 - a. In Phase II, students build upon the strong foundation that was established in Phase I. Phase II propels students into applying the skills learned in hands-on explorations of servant, visionary, and relational leadership. It challenges students to put their skills to the test through exciting ventures such as escape rooms, scavenger hunts, and non-profit volunteering opportunities centered on promoting teamwork and problem-solving. The week culminates with students conceptualizing and executing their own projects, partnering with local community organizations.

3. Phase IV: Student Facilitation
 - a. Phase IV, *previously Phase III*, empowers student leaders who have successfully completed previous phases to take on pivotal roles in shaping the curriculum and guiding their peers. Student leaders have a central role in developing engaging lessons, crafting meaningful activities, and sharing their own leadership journeys to inspire and guide the next generation of participants. Student facilitators partner with Upper St. Clair High School Leadership Academy Faculty to develop a meaningful and engaging experience for Phase I and Phase II students.

Appendix B:

Proposal and Outline for Phase III - CHS Leadership Course:

→ Required Text(s):

Student Copies

- ◆ Fables and the Art of Leadership - Applying the Wisdom of Mister Rogers to the Workplace (Mitroff & Mitroff) ISBN: 978-1137003089
- ◆ The Energy Bus (Gordon) ISBN: 978-0470100288
- ◆ The Student Leadership Challenge (Kouzes & Posner) ISBN: 978-1119421917

Faculty Resources

- ◆ The Student Leadership Challenge: Workbook (Kouzes & Posner) ISBN: 978-1118390108 (4 teacher copies)
- ◆ The Student Leadership Challenge: Facilitation and Activity Guide (Kouzes & Posner) ISBN: 978-1118390085 (4 teacher copies)

→ Additional Resource(s): student selected film, instructor-selected excerpts and articles

Course Outline

→ Week 1: Foundations of Leadership

- ◆ June 24- 28th
- ◆ **Essential Question:** How have Phases 1 & 2 prepared me to continue my leadership journey?
 - Review of Phase I Material (Review their own mission and vision statements)
 - Review of Phase II Material (Servant, visionary, and relational leadership)

→ Week 2: Leadership Then and Now (Historical vs. Modern Views & Theories)

- ◆ July 1-5th (no session on July 4)
- ◆ **Essential Question:** How has the definition of *leadership* developed over time?
- ◆ **Experiential Learning Opportunity:**
 - **Heinz History Field Trip** - Types of Leadership Activity

→ Week 3: Building Your Leadership Toolkit (Skills and Situation Leadership)

- ◆ July 8- 12
- ◆ **Essential Question:** When Do I Lead and When Do I Follow?

→ Week 4: Ethics in Action (self, organization, community)

- ◆ July 15-19
- ◆ **Essential Question:** What does it mean to be an ethical and moral leader?

→ Week 5: Leadership in Lenses (servant leadership)

- ◆ July 22-26 (Phase I and II Leadership Academy week)
- ◆ **Essential Question:** What does leadership look like in different contexts?

→ Week 6: Leaving Your Leadership Legacy

- ◆ July 29- August 2
- ◆ **Final PBA: Lighting the Way: Empowering Tomorrow's Local Leaders**
 - Local Leader Mentor - Students reach out to community leaders/alumni and interview throughout the process.
 - Mentor leaders could include: business leaders, non-profit leaders, community organizers, local politicians,

- Each week, students will have contact with their mentor and reflect with them on the topics discussed in the course.

Instructional Model

- This course will meet in-person once per week.
- Each week's course meeting will be facilitated by at least one Upper St. Clair High School faculty member.
- The course will begin with an in-person meeting for all participants on Thursday, June 27, 2024.
- After the first week, the course will meet weekly on Tuesdays from 9am-12pm. (3 hrs)
- Students will be expected to prepare any and all required materials in advance of all class meetings. These may include readings, reflections, and assignments (approx. 3 hrs per week).