

SYLLABUS

University of Florida | School of Music

MUE 2040 Music Teaching as a Profession

M/W/F, Period 3, 9:35-10:25 am

Music Building, Room 145

Fall 2024

Instructor

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Graduate Teaching Assistants

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Office hours: M/W 8:30-9:20 and by appointment – I **love** helping students! Stop by my lavish NEW OFFICE anytime.

Course Description

This course continues the examination of music teaching as a profession and builds upon the themes explored in *MUE 1090 Exploring Music Teaching and Learning*. This course is designed for students enrolled in the Bachelor of Music Education degree program.

Prerequisite: MUE 1090 Exploring Music Teaching and Learning

Course Objectives

Through full participation in this course, students will be prepared to:

- Identify and describe the work of leading contributors to educational psychology such as, but not limited to, Jean Piaget, Jerome Bruner, Lev Vygotsky, Abraham Maslow, Howard Gardner, Albert Bandura, Mihalyi Csikszentmihalyi, and Carol Dweck.
- Identify, describe, and employ pedagogical concepts such as classical and operant conditioning, the Zone of Proximal Development, scaffolding, self-efficacy, differentiation, and self-regulation.
- Identify, describe, and implement the approaches of leading pedagogues including Johann Pestalozzi, John Dewey, Zoltan Kodály, Carl Orff, Émile Jacques-Dalcroze, Shinichi Suzuki, and Edwin Gordon.
- Identify, explain, and implement principles of inclusive and supportive classroom management.

- Design learning experiences incorporating principles of Understanding by Design, Universal Design for Learning, Social-Emotional Learning, and Culturally Responsive Teaching.
- Deliver effective music instruction to peers and students.
- Reflect on classroom observations and firsthand teaching experiences from a teacher's perspective.

What to expect from this course

- Expect your own personal musicianship to be challenged.
- Expect to read multiple sources of information each week and to demonstrate that (a) you have read the material, (b) you understand the material, and (c) you are able to apply the information to real world teaching and learning.
- Expect to learn teaching methods that are different from what you experienced as a student.
- Expect to be present every day and to participate actively without distractions from digital devices.

Required Textbook

Raiber, M. & Teachout, D. (2022). *The Journey from Music Student to Teacher: A Professional Approach* (2nd ed.). New York: Routledge. ISBN 9780367620462

CNAfME Membership and Participation Requirement

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. Information on how to join and the meeting schedule will be given during the first week of classes.

Required State Certification Test

In order to receive a grade for this class, you must register for the Florida General Knowledge Test (GKT) **before the last day of class. If you do not register in time, you will receive a grade of 'Incomplete' for the course until you register.** Submit a copy of your registration confirmation in Canvas by November 29th. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK>. There is a fee of \$130. Schedule your test as soon as possible!

Required Computer Capabilities

Throughout the semester we will use Canvas, Microsoft Word, and Zoom as needed. To use these resources, you will need to have a computer. The Microsoft software is

available for free for you to use as a UF student. It is expected that you have a working computer and that all assignments are typed and submitted as a **Word Document** unless otherwise noted.

A Canvas course will be used almost exclusively in this class. To access it use a web browser of your choice and use the following URL: <https://ufl.instructure.com/>
Selected readings and other resources may be placed on reserve in Canvas and Perusall.

Transportation

This class includes field observations as a required component. You are responsible for your own transportation to local schools. You must either have your own method of transportation (car, scooter, etc.) or coordinate with a classmate to give you a ride to schools in the Gainesville area. Some schools are within the RTS bus system.

Assessment

Assignment	Points per Assignment	Total Points	Percent of Course Grade
Daily Participation (40 classes)	2	80	12.3%
CNAfME Events (4)	10	40	6.2%
Perusall Readings (12)	10	120	18.5%
Reading-Based Deliverables (6)	10	60	9.2%
Pedagogical Approach Lesson Plans (4)	10	40	6.2%
Peer Teaching (Plan, Instruction, Reflection) – (3)	30	90	13.7%
Fieldwork Teaching Reflections (5)	10	50	7.7%
Classroom Observation Reflections (3)	10	30	4.6%
Quizzes (4)	10	40	6.2%
Midterm Exam	50	50	7.7%
Final Exam	50	50	7.7%

Grading Scale

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Additional information on grades and grading policies is available here:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Assignments

Daily Participation

Students will earn two points per class period for actively engaging in each day's learning activities.

CNAfME Events

Students enrolled in MUE 204 are required to attend the Music Education Rally and monthly CNAfME meetings held on Fridays at 3:00 pm.

Perusall Readings

Perusall is an online platform on which students can access and annotate reading material by making comments, asking questions, and responding to other's comments and questions.

Reading-Based Deliverables

Students will demonstrate their understanding of reading material by creating a product such as a concept map, diagram, or list of community expectations based on assigned readings.

Music Pedagogical Approach Lesson Plans

Students will design lesson plans based on the pedagogical approaches of Zoltan Kodály, Carl Orff, Émile Jacques-Dalcroze, and Shinichi Suzuki.

Peer Teaching

Students will design, deliver, record, and reflect upon three peer teaching episodes during which they will lead the class in (a) delivering tonal and rhythm patterns, (b) teaching a rote song, and (c) incorporating differentiation. Students will submit a lesson plan prior to teaching and a written reflection following the completion of each lesson.

Fieldwork Teaching

Students will complete five lessons with elementary general music students or beginning instrumentalists and submit a written reflection following each lesson. This

instruction can be completed in P-12 schools or with UF instrument skills class students with proper authorization and instructor approval.

Classroom Observation Reflections

Students will observe three music classrooms and submit a written reflection on each observation.

Quizzes

Students will complete several quizzes to verify comprehension of assigned readings both online and in class.

Midterm and Final Exams

Students will complete a written midterm and final exam covering topics listed in the course calendar.

Students Requesting Accommodations Due to Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Academic Honor Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website.](#)

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Grading Policies

Current UF grading policies can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Class Attendance

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers.

The University of Florida recognizes the following acceptable reasons for absence from class: illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). The University also recognizes the right of instructors to require documentation for absences other than religious holidays.

The music education faculty recognize that it is occasionally necessary for students to be absent from class for reasons other than those listed above. Personal commitments, self-care, and balancing workload are necessities for all people, including students and teachers. As developing teachers, however, it is important that students develop the ability to navigate these challenges while still fulfilling their professional obligations. Therefore, the faculty have adopted the following attendance policies:

- Absences for reasons recognized by the University of Florida (listed above) are always excused with proper documentation. Documentation must be provided to the instructor no later than two weeks after the student returns to class. This includes absences for illness. Note: A Verification of Visit form from the Student Health Care Center is not considered a medical excuse note. See the SHCC’s policy on excuse notes [here](#). Students with excused absences will be excused from the participation points for days missed.

- Students will be excused for two (2) absences per semester that are undocumented or occur for reasons other than those listed above (“personal absence”). Students using personal absences cannot earn participation points for the classes missed. Students are responsible for maintaining an awareness of how many times they have been absent and whether those absences have been excused or unexcused.
- Each undocumented or personal absence beyond the 2-absence limit will incur a 5% deduction from the final course grade in addition to forfeiture of participation points for classes missed.
- If a student is late to a class meeting without a documented and approved reason, they will be considered tardy and will forfeit one participation point for that class. Three tardies will result in a 5% deduction from the final course grade.

Assignment Completion and Submission

Completing work thoroughly and on time is another fundamental aspect of professionalism essential to success as a student or teacher. Assignments are due on the announced due date. Submission windows in Canvas will remain open for one week beyond the due date and assignments will be accepted during that time without penalty. Students may request extensions beyond the initial one-week grace period for maximum of three (3) assignments during the semester. No assignments will be accepted for any reason after midnight on **FRI, DEC 6**. Due dates published in this syllabus are subject to change based on the progress of the class.

Communication

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Dr. Hartz or Ms. Kastner during the week (M-F), you can expect a reply within 24 hours (barring extenuating circumstances). We will reply on weekends as we are able.

Course Calendar

MONDAY	WEDNESDAY	FRIDAY	assignments
<p>WK 1</p>		<p>8.23</p> <p>Sound-to-Symbol Immersion (tonal patterns, beats + connection, Saints)</p> <p>Assign jigsaw expert groups</p>	<p>read Simply Psych:</p> <ul style="list-style-type: none"> • Structuralism • Wm James & Functionalism • Psychodynamic <p>Feldman & Contzius, CH. 1, pp. 3-22 (Perusal)</p> <p>complete/submit CH. 1 online quiz Reading notes</p>
<p>WK 2 / 8.26</p> <p>Intro to Psych / Early Roots Structuralism / Functionalism / Psychoanalysis William James</p> <p>SimplyPsychology: Structuralism, William James, Psychodynamic Approach</p> <p>Jigsaw + Quiz</p>	<p>8.28</p> <p>Teaching Demo Kodály</p> <p>Intro Lecture Kodály Content Provide Model Kodály Lesson Plan</p> <p>Lesson Planning Introduction + Established Standards</p>	<p>8.31</p> <p>Teaching Demo Tonal Patterns Rhythm Patterns</p> <p>Music Content: 5-Note Scale/Arp</p> <p>Lesson Planning Big Ideas, & Essential Questions</p>	<p>practice</p> <ul style="list-style-type: none"> • delivering tonal and rhythm patterns <p>submit</p> <ul style="list-style-type: none"> • Kodály Lesson Plan

<p>WK 3 / 9.2</p> <p>LABOR DAY</p>	<p>9.4</p> <p>Teaching Demo Orff</p> <p>Intro Lecture Orff Content Provide Model Lesson Plan</p> <p>Music Content: Scale/Thirds Arpeggios</p> <p>Lesson Planning Prior Knowledge Common Errors Learning Objectives (Northern Illinois, Boston College, Iowa State, BH handout)</p> <p>Attend MUED Rally</p>	<p>9.6</p> <p>Observation #1 Elementary General Music</p>	<p>submit</p> <ul style="list-style-type: none"> Elementary observation reflection Orff Lesson Plan (including Standards, Big Ideas, Essential Questions) <p>attend MUED Rally WED 9.4</p> <p>practice</p> <ul style="list-style-type: none"> delivering tonal and rhythm patterns <p>reading</p> <ul style="list-style-type: none"> Pestalozzi & Dewey (Perusall)
<p>WK 4 / 9.9</p> <p>Foundational Pedagogues Pestalozzi & Dewey Ryan Bunch on Pestalozzi Raiber & Teachout, pp. 81-89 The Education Hub – Dewey’s Educational Philosophy SimplyPsych – John Dewey eLearning Industry Structural Learning</p> <p>Group Investigation</p>	<p>9.11</p> <p>Teaching Demo Suzuki</p> <p>Intro Lecture Twinkle Variations Lightly Row</p> <p>Musical Content: Review scale/thirds arpeggios</p> <p>Lesson Planning Assessment</p>	<p>9.13</p> <p>Peer Teaching #1 Tonal & Rhythm Patterns (2 minutes ea)</p>	<p>reading Behaviorism (Perusall)</p> <p>submit Tonal & Rhythm Pattern Teaching Reflection</p>

<p>WK 5 / 9.16</p> <p>Behaviorism Pavlov / Watson / Skinner / Bandura SimplyPsych - Behaviorism</p> <p>IF-AT Quiz Concept Map</p>	<p>9.18</p> <p>Teaching Demo Dalcroze Eurhythmics</p> <p>Compound Meter</p> <ul style="list-style-type: none"> • Quick Response Walk & Skip • Augmentation & Diminution • 3 Types of Canon • Transcription • Meter Transcription <p>Musical Content: Mexican Hat Dance</p> <p>Group Debrief</p>	<p>9.20</p> <p>Teaching Demo Teaching Rote Songs</p> <p>Musical Content: Saints (chunks first) America (build as you go) Jingle Bells (plug & play)</p> <p>Lesson Planning UDL</p> <p>Attend CNAfME 3:00 pm</p>	<p>reading Cognitivism (Perusall)</p> <p>submit Behaviorism Concept Map</p> <p>Classroom Mgt:</p> <ul style="list-style-type: none"> • Smith & Kell, CH. 1, pp. 1-18 • Haugland (Crowd Control), CH. 1, pp. 1-9 • Smith & Dearborn, CH. 10, pp. 140-153 <p>(Divide into 3 reading groups. Read in Perusall)</p>
<p>WK 6 / 9.23</p> <p>Cognitivism Piaget / Bruner / Bloom's Taxonomy SimplyPsych - Cognitive Approach Piaget's Theory and Stages Jerome Bruner's Theory Bloom's Taxonomy</p> <p>Quiz + Cognitivism vs. Behaviorism Debate</p>	<p>9.25</p> <p>Class Man – Advance Preparation</p> <p>Smith & Kell, CH. 1, pp. 1-18 Haugland (Crowd Control), CH. 1, pp. 1-9 Smith & Dearborn, CH. 10, pp. 140-153</p> <p>Class Man Quiz Elementary & Ensemble Setup Diagram in pairs</p>	<p>9.27</p> <p>Observation #2 Beginning Band</p>	<p>reading Constructivism Brooks & Brooks, CH. 1-3, pp. 3-30</p> <p>Know your students readings – see 10.2</p> <p>Smith & Yell, CH. 9 Iverson, CH. 2 (2 Perusall Groups)</p> <p>prepare/submit</p> <ul style="list-style-type: none"> • Eurhythmics Lesson Plan • Setup Diagram • Relationships Reflection • Beg Band Observation Reflection

<p>WK 7 / 9.30</p> <p>Constructivism Vygotsky Vygotsky's Theory of Cognitive Dev. Vygotsky vs. Piaget Brooks & Brooks, CH. 1-3, pp. 3-30 (Perusall)</p> <p>Team Matrix Piaget/Bruner/Vygotsky</p>	<p>10.2</p> <p>Know Your Students Yardsticks (5-year olds)</p> <p>Sweet (2016), CH. 1, pp. 1-25</p> <p>Parker (2020)</p> <p>Ten Students</p> <p>Disc w/Dignity, pp. 56-57</p> <p>Case Studies (one per group, four groups)</p>	<p>10.4</p> <p>Building Relationships Smith & Yell, CH. 9, pp. 177-204 Iverson, CH. 2, pp. 37-45</p> <p>Fishbowl Discussion (Each group reads one of the chapters)</p>	<p>prepare Rote song teaching</p> <p>submit Rote song lesson plan</p> <p>Building Relationship Reading Notes</p> <p>read Humanism: Maslow & Rogers (Perusall)</p>
<p>WK 8 / 10.7</p> <p>Peer Teaching #2 Rote Song – Group 1</p>	<p>10.9</p> <p>Peer Teaching #2 Rote Song – Group 2</p>	<p>10.11</p> <p>Humanism Maslow's Hierarchy of Needs Carl Rogers</p> <p><u>Dyadic Essays</u></p> <p>attend <u>CNAfME 3:00</u></p>	<p>read Knoster, CH. 5 McGrath, CH. 1 (2 Perusall Groups)</p> <p>submit Classroom Expectations based on Knoster and McGrath readings</p> <p>Peer Teaching Reflection #2 (Rote Song)</p> <p>Fieldwork Teaching Reflection #1</p> <p>study for midterm see 10.18</p>

<p>WK 9 / 10.14</p> <p>Midterm Review Pestalozzi Dewey Behaviorism Cognitivism Constructivism Humanism</p>	<p>10.16</p> <p>Midterm Exam Pestalozzi Dewey Behaviorism Cognitivism Constructivism Humanism</p>	<p>10.18</p> <p>UF HOMECOMING</p> <p>NO CLASS</p>	<p>read Simply Psych: Mult. Intelligences, Self-Efficacy</p> <p>Psych Fanatic: Ach-Goal Theory</p> <p>Farnum St: Mindsets</p> <p>Woody, CH. 3 Motivation</p> <p>Smith & Yell, CH. 4 (Perusall)</p> <p>submit Fieldwork Reflection #2</p>
<p>WK 10 / 10.21</p> <p>Contemporary Perspectives Gardner – Multiple Intelligences Bandura – Self-Efficacy & Social Learning Csikzentmihalyi – Flow Dweck – Performance & Mastery Goals and Mindset</p> <p>SP – Multiple Intelligences SP – Bandura – Self-Efficacy Psych Fanatic – Ach-Goal Theory Farnum Street – Mindsets</p> <p>Lecture</p>	<p>10.23</p> <p>Motivation Woody, CH. 3</p> <p>Memorizing MB Music Memorizing HS Choral Rep MS Sight-singing skills MS instr. scales Promoting S&E participation MPA preparation</p>	<p>10.25</p> <p>Efficient Teaching Smith & Yell, CH. 4</p> <p>Demo + Discussion of techniques described in reading and observed in class.</p>	<p>read Miksza & Prichard, CH. 1-2</p> <p>SEL – Oxford Handbook, CH. 16 (Perusall)</p> <p>submit Fieldwork Reflection #3</p> <p>Woody, CH. 3 Notes & Group Outline</p>

<p>WK 11 / 10.28</p> <p>Teaching Demo Differentiation</p> <p>Assign Kohn vs. Newell debate roles</p>	<p>10.30</p> <p>Self-Regulation / Practice Miksza & Prichard, CH. 1-2</p> <p>Personal Practice Plan Lesson Plan w/musical repertoire and practice skills</p>	<p>11.1</p> <p>Social-Emotional Learning Oxford Handbook, CH. 16</p> <p>Scott Edgar, guest speaker</p>	<p>read Woody, CH. 8 Performance Anxiety (Perusall)</p> <p>Kohn, CH. 7, pp. 101-119</p> <p>Newell _____</p> <p>submit Fieldwork Reflection #4</p>
<p>WK 12 / 11.4</p> <p>Performance Anxiety Woody, CH. 8</p> <p>Group Discussion S&E preparation plan</p>	<p>11.6</p> <p>Building Community Kohn, CH. 7, pp. 101-119 David Newell – Pindrop Rehearsals</p> <p>Kohn vs. Newell Debate</p>	<p>11.8</p> <p>Observation #3 High School</p> <p>attend CNAfME 3:00</p>	<p>prepare Peer Teaching #3 - Differentiation</p> <p>submit Woody, CH. 8 S&E Preparation Plan</p> <p>Kohn vs. Newell Debate notes</p> <p>HS Observation Reflection</p> <p>Peer Teaching #3 Lesson Plan</p> <p>Fieldwork Reflection #5</p>

<p>WK 13</p> <p>VETERANS DAY</p>	<p>11.13</p> <p>Peer Teaching #3 Differentiation Group 1</p>	<p>11.15</p> <p>Peer Teaching #3 Differentiation Group 2</p>	<p>read Salvador & Culp (2022)</p> <p>Shaw (2012) The Skin We Sing</p> <p>Lane, CH. 4 (Perusal)</p> <p>submit Peer Teaching Reflection #3 (Differentiation)</p>
<p>WK 14 / 11.18</p> <p>Culturally Responsive Teaching Salvador & Culp (2022) Shaw (2012) The Skin We Sing</p> <p>Find Repertoire Describe teaching practices</p>	<p>11.20</p> <p>Behavior Interventions Lane, CH. 4</p> <p>Case Studies</p>	<p>11.22</p> <p>Catch Up Day</p>	<p>submit Classroom Management Case Study</p>
<p>THANKSGIVING BREAK</p>			
<p>WK 15 / 12.2</p> <p>Final Exam Review</p> <p>Ed Psych Gardner Bandura Csikszentmihalyi Dweck</p> <p>Music Psych Motivation Self-Regulation</p>	<p>12.4</p> <p>Final Exam Review & Course Evaluation</p>	<p>12.6</p> <p>READING DAY</p>	

<p>Performance Anxiety</p> <p>Music Pedagogy Social-Emotional Learning Culturally Responsive Teaching Classroom Management</p>			
<p>FINAL EXAM</p> <p>THR 12.12 12:30- 2:30 PM MUB 145</p>			