



CRUE Certificate Program

Culturally Responsive Urban Education

www.cruecenter.org

In response to dramatic demographic changes and a pattern of underachievement and disengagement of large numbers of students in our schools, there is a national movement underway to support teachers to critically examine, reflect on, and respond to practices for students from diverse backgrounds.

The School of Education and Human Development at the University of Colorado Denver has developed a graduate level certificate program designed to assist educators in meeting the needs of urban students who are culturally, economically, and linguistically diverse. The certificate course sequence takes a close look at identity development, the role of power and privilege in both individual and institutional interactions, ways to engage families and communities in support of student learning, and a social justice and equity approach to teacher pedagogy and practices.

The program is a nine hour graduate certificate consisting of three, 3.0 credit hour graduate courses, offered over the three semesters. The hybrid-style courses are a combination of traditional classroom sessions and online sessions. The classroom sessions occur every two weeks for three hours (5-8pm). The course meets off-campus in an effort to help reduce costs to participants.

2009-2010 Course Offerings:

Course 1 – LLC 5170, fall 2009

Course 2 – LLC 5180, spring 2010

Course 3 – LLC 5190, summer 2010 or fall 2010

Courses are filled on a first-come, first-served basis, so register now to guarantee your spot in this important, career-changing learning experience. For the fall 2009 course, tuition is billed in August, so register now and pay later. Register by going to: [http://courses.cudenver.edu/](http://courses.cudenver.edu) be sure to select “Fall 2009” and use Course Call Number 90658.

Contact Anna Deligio at adriana.deligio@ucdenver.edu for more information.



Course 1: Race, Class, & Culture in Public Schools

The course is centered on helping participants better understand themselves and others as cultural beings, to understand the role of culture in the development of individuals, groups, and institutions, to understand the distinction between power and privilege and how schools perpetuate these societal structures, and to apply these understandings to enhance teaching and learning for children and adults. The course will also explore ways to better engage and foster relationships with family and communities to support student learning and develop equitable educational systems.

Course 2: Creating Culturally Responsive Learning Environments: Fostering Effective Relationships

This course is an extension of course one, providing participants with an opportunity to develop an informed perspective on the role of race, class, and culture in classrooms. In particular, participants will better understand their roles in student learning and how their own cultural lenses impact their relationships with students and families, and influences student success in the classroom. Participants will explore ways to share power and voice in the classroom with students, examine policies and practices using a culturally responsive framework, and develop an action plan to shift current practices towards a more culturally responsive, relationship-driven classroom environment.

Course 3: Design and Implementation of Culturally Responsive Curriculum: A Social Justice Approach

This course will facilitate participants' growth in their understanding of how pedagogical practices and curricular decisions influence student learning in their classrooms. At the heart of this course is an invitation for participants to go deeper into the social political context of school and society to understand how these shape their pedagogical and curricular choices. This course will address the need of teachers to go beyond superficial and uneven treatment (e.g., black history month, multicultural fair) of groups, as well as the notion that teachers "do multicultural activities" as a means of addressing student diversity. Participants will critically examine pedagogical practices and curriculum, and develop an action plan to shift current practices towards a more culturally responsive, social justice approach.