Course Change Request

Date Submitted: 01/30/18 10:09 pm

Viewing: EDCI 637: Urban Education: Policy and Analysis

Last edit: 02/01/18 2:03 pm
Changes proposed by: ambyrrios

Catalog Pages
  referencing this course
  Department of Teaching, Learning and Culture
  EDCI - Educ Curriculum & Dev

Other Courses
  referencing this course
  As A Banner Prerequisite:
  EDCI 629: Historical Analysis of Urban School Reform

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
<td>9798628122</td>
</tr>
</tbody>
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Rationale for Course

Edit
  The proposed changes are for accreditation purposes.
Other
  The proposed changes are part of a routine curriculum review.

Explain other rationale

Update for distance education equivalency.

Course prefix  EDCI  Course number  637
Department  Teaching, Learning & Culture
College/School  Education & Human Development
Academic Level  Graduate
Academic Level  Undergraduate
Effective term  2018-2019
Complete Course Title  Urban Education: Policy and Analysis
Abbreviated Course Title  URBAN ED POLICY ANALYSIS

Catalog course
description
Urban education policy making processes, emphasis on interaction between politics and educational policy.

Prerequisites and
Restrictions
Doctoral classification; emphasis in urban education or approval of instructor; concurrent enrollment in EDCI 629.

Concurrent Enrollment  No
Should catalog
prerequisites /
concurrent enrollment
be enforced?  No
Crosslistings  No  Crosslisted With

In Workflow

1. TLAC Department Head Review
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Provost II
10. President
11. Curricular Services
12. Banner

Approval Path

1. 01/31/18 9:48 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:03 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:16 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
   Beverly Irby (ibirby): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
   Beverly Irby (ibirby): Approved for ED College Dean GR
6. 02/16/18 12:50 pm
   Meagan Kelly (meagation): Approved for GC Preparer
7. 03/01/18 3:13 pm
   LaRheia Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

- The course objectives were all met through readings, debates, discussions, and individual and group major assignments. The objectives and assignments are connected in the chart below.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course Objectives Related Assignment
- Understand the educational policy process, especially policy formation at the local, state, and federal levels in American education
- Debate, Readings, Discussion Forums & Synthesis
- Become familiar with the status of changing demographics and its educational implications in urban settings
- Readings, Discussion Forums & Synthesis
- Analyze and discuss legal mandates related to equity and excellence issues in urban education Debate,
- Readings, Discussion Forums & Synthesis
- Explore various views on racial, economic and cultural diversity in urban education Readings, Discussion Forums & Synthesis
- Recognize and explain the interplay of politics in policy formation Readings, Discussion Forums & Synthesis
- Study current educational policy issues affecting urban education environments
- L.C. Policy Analysis
- Develop research and writing skills for graduate level coursework Policy Briefs
- Analyze a selected educational policy or issue L.C. Policy Analysis

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:
<table>
<thead>
<tr>
<th>Program(s)</th>
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<tr>
<td>(MED-EDCI) Master of Education in Curriculum and Instruction</td>
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</table>

### Course Syllabus

- **Syllabus:** Upload syllabus
- **Upload syllabus:** [Policy Syllabus EDCI 637.docx](Policy_Syllabus_EDCI_637.docx)
- **Letters of support or other documentation:** No
- **Additional information:**
- **Reviewer Comments:**
- **Reported to state:** No
Course Description:
Students in this course will be introduced to the education policy making process as it operates in the field of education, particularly in the field of urban education, as well as a range of issues that are currently of interest to policymakers and educators. Analytical frameworks used for reflection upon and analysis of educational policy will be examined. An emphasis will be placed on the interaction between politics and educational policy as it relates to urban educational settings.

Required Text:


General Course Requirements
Students are expected to analyze and synthesize information from the assigned readings while maintaining an open and critical stance toward information related to the course. The primary contribution to your grade is dependent upon your performance on the assigned learning activities. All students will be expected to: (a) attend class, (b) participate in online class discussions, (c) demonstrate knowledge and understanding of assigned readings, and (d) complete all assignments and papers by due dates. All written assignments should follow APA guidelines. No extra credit assignments will be granted. All assignments must be submitted on the date specified unless pre-approved by instructor in writing.

Course Objectives
1. Understand the educational policy process, especially policy formation at the local, state, and federal levels in American education
2. Become familiar with the status of changing demographics and its educational implications in urban settings
3. Analyze and discuss legal mandates related to equity and excellence issues in urban education
4. Explore various views on racial, economic and cultural diversity in urban education
5. Recognize and explain the interplay of politics in policy formation
6. Study current educational policy issues affecting urban education environments
7. Develop research and writing skills for graduate level coursework
8. Analyze a selected educational policy or issue

Course Format
This course will be offered online. Your coursework will be completed in our on-line setting using eCampus Course Management software. To access eCampus, visit http://eCampus.tamu.edu enter your “NET ID”. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All work will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.
Learning Communities
In an effort to enhance the fulfillment of the course objectives, for presentations, some assignments will be organized into Learning Communities. These groups will lead discussion of readings on assigned weeks. Each group will nominate a group leader and determine the role assignments. Also, each group will have a designated area for their Learning Community on eCampus. Learning Community collaboration is key for this assignment, so each group member will have an opportunity to evaluate each other. Group evaluations will account for a portion of your final grade for the course. Students who are evaluated as non-participants by their group members will lose points in participation.

Required Technology
This course will feature a number of technologies that students enrolled in this course must monitor and master to be successful in this course. These are as follows: (a) all students must monitor their TAMU e-mail throughout this course; (b) all students must use eCampus to complete all assignments; and (c) all students must download and use Movie Maker or iMovie for the final project. If other technology is required, students will be notified in advance.

Americans with Disabilities Act Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

TLAC Diversity—Anti-Discrimination—Statement
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Academic Integrity Statement
“An Aggie does not lie, cheat or steal or tolerate those who do.”

For more information on the Aggie Honor Code, please see the following website: http://www.tamu.edu/aggiehonor

Plagiarism Statement
Plagiarism consists of using someone’s words, ideas, writings in your assignments as if they were your own and, of course, without providing due credit through appropriate documentation. You have committed plagiarism if you use the work of another person and turn it in as your own. You are expected to provide due credit to other scholars when using their ideas. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” You are also expected to do your own work unless instructed to do otherwise.

Controversial Topics
Controversy surrounds policy and policy analysis. Please read the texts, discuss with your peers, and evaluate others’ views with curiosity and a healthy skepticism. Please ask questions, challenge positions, and present rebuttals. Be sure to allow all students to engage in the discussion. However, please refrain from attacking or belittling the position of an author, professor, or fellow student. Ad Hominem attacks must be avoided. We are all challenged to listen, question, and debate from an open and inquisitive posture. When the course is completed, students are free to accept or reject any philosophy presented in this course.

Assignments and Grading
Further details for each assignment will be posted on eCampus
All assignments must demonstrate analysis, synthesis and critical reflection

Professional / Engagement: (200 points)
As a student in an online, course, your participation is expected for all on-line activities. You should consider your participation in all online activities absolutely mandatory. Participation includes: (a) participating in all course activities; (b) cooperating with group members on collaborative projects and; (c) a scholarly response to a posting from weekly discussions and questions. As a professional, it is important to demonstrate such responsibility in your coursework. Non-participation will be reflected in your course point tabulation. Be prepared for all on-line activities. Preparation includes, but is not limited to, having read and critically considered assigned readings and having completed all on-line assignments. Your professional engagement will be assessed for promptness, preparedness and active participation.

Student Introduction Project (25 points)
For this assignment, each student should create a presentation, using PowerPoint (max 5 slides), Prizi (max 5 sections) or a video podcast (max 3 minutes). The presentation should include the following components: (a) a high-quality digital photo of the student; and (b) name, title and e-mail address (c) describe why it is important to understand the impact of policy in the lives of urban educational students and finally (d) describe one educational policy that positively or negatively influenced you personally, explain how.

Alternating Discussion Forums (100 points) (4 Discussion Forums)
You are required to participate in a series of eCampus-based discussion forums. Forum discussion topics will be taken from information from the text and related materials. For these assignments, you should post the following:
(a) your initial scholarly response to the discussion questions
(b) a scholarly posting of an international, national, state, or local current event relevant to the discussion that impacts urban education. You must post the link to the news article and explain the relevance.
(c) a scholarly response to a posting from one of your colleagues.

Scholarly post includes supporting or opposing references. Your discussion grade is based on the thoroughness of your response, your ability to defend and support your points using the course and other readings.

Parts (a) and (b) due on Thursday. Part (c) due on Saturday. (Discussion will close on Saturday, post early to engage in dialogue with peers)

Alternating Reading Synthesis (100 points) (4 Synthesis)
You will be required to submit 4 page double spaced papers on assigned readings via our eCampus site. These papers will synthesize the assigned readings and should include:
• a brief synthesis of the readings connecting the readings to one another
• an explanation of how the reading adds to your knowledge about urban schools, communities and policy
• a personal scholarly reflection on the activities, readings, or experiences for that week
• a link to an article that supports what you identified as something added to your knowledge. Explain the significance of the article (why you choose the article to accompany your synthesis). The article should be from a peer reviewed journal, empirical and recent (2007-present) Due Saturday by Midnight
(Note: Follow APA formatting and use references to support your position)

Urban Education Policy Brief Paper (250 points)

Student in the course will write 2 policy briefs. A policy brief is a short neutral summary of what is known about a particular issue or problem. These short reports are used to help in developing policy and evaluate policy options. Guidelines for the brief will be provided on eCampus. The papers will be peer reviewed by members of the class prior to submittal.

Learning Community Policy Analysis Project (325 points)

Students in this course will work in a two member Learning Community to analyze a six (6) policies (2 federal policies and 2 state policies, 2 local/district) impacting urban educational environments. Students will be responsible for the following: (1) A video podcast presentation (to be posted on the YouTube private site). Maximum 10 minutes video detailing the policies that were selected. (2), each Learning Community must detail information derived from the policy analysis utilizing the framework for policy analysis provided in this course (3) a policy analysis decision(s) based on the policy analysis framework.

• One page handout over viewing each of the policies presented. Prior to presentation date for this assignment, each Learning Community must post by the Monday before the class session, this handout that will aid your colleagues in understanding the policies that were selected and findings from the policy analysis.
• Lead online class discussion on the impact of these policies on the urban educational environment. (Each LC will lead discussion for their colleagues and should be able to answer questions based on their work). Class members prepare 2 questions for the presenters to address during the week discussion.

Policies will be selected, and approved prior to presentations. No duplications of policies.

Grading Scale

<table>
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<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
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<tr>
<td>700-799</td>
<td>C</td>
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<tr>
<td>600-699</td>
<td>D</td>
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<tr>
<td>&gt;600</td>
<td>F</td>
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An “A” is truly exceptional graduate work. A “B” is very good graduate work. A “C” is inadequate work for graduate study. Grades will be based on the quality of work completed on your assignments:

NOTE: All assignments must be turned in on time. Late assignments will not be accepted unless given prior approval in writing by instructor.

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like eCampus Course Management software is the preferred method for distributing grades online at Texas A&M University.

COURSE SCHEDULE

EDCI637 Urban Education Policy Analysis
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Topic/Activity</th>
<th>Readings</th>
<th>Online Equivalency Hours</th>
</tr>
</thead>
</table>
| Week 1 | Review Syllabus  
Syllabus Question and Quiz  
Student-Student Introductions | TED Talks:  
Poverty Policy, Tosha Downey  
Do Schools Kill Creativity, Sir Ken Robinson | 15 |
| Week 2 | Class Debate | Special Discussion (Instructions for this discussion will be posted on eCampus during Week 2) | 15 |
| Week 3 | Understanding the Policy Process & Urban Education Policy & Economics Education & Equity | Steinberg & Kincheloe (pp.1-40, 273-283)  
Bardach (xiii-xvii )  
Anyon (pp. 1-42)  
Synthesis Due | 15 |
| Week 4 | Understanding the Analysis Process and Urban Education Policies and Economics | Steinberg & Kincheloe (pp. 41-53)  
Bardach (pp. 1-64)  
Anyon (pp. 43-63)  
Discussion Due | 15 |
| Week 5 | Understanding the Analysis Process Drop Out Rate | Steinberg & Kincheloe (pp. 55-86)  
Bardach (pp. 65-94)  
Discussion Due | 15 |
| Week 6 | Policy and Inequalities School Choice Hip Hop & Urban Education | Steinberg & Kincheloe (pp. 87-99)  
Anyon (pp. 64-98)  
Synthesis Due | 15 |
| Week 7 | Policy Reform Understanding the Analysis Process Technology & Urban Education | Steinberg & Kincheloe (pp. 145-158)  
Bardach (pp. 95-110)  
Anyon (99-128)  
Discussion Due | 15 |
| Week 8 10/17 | Understanding the Analysis Process Urban School Resistance | Bardach (pp. 133-140)  
Anyon (129-187)  
Steinberg & Kincheloe (pp. 211 –224)  
Synthesis Due | 15 |
<p>| Week 9 | Group Presentations Week | Handout from LC Post Questions for Discussion Points | 15 |
| Week 10 | Group Presentation Week | Handout from LC Post Questions for Discussion Points | 15 |
| Week 11 | Group Presentation Week | Handout from LC Post Questions for Discussion Points | 15 |
| Week 12 | Group Presentation Week | Handout from LC Post Questions for Discussion Points | 15 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Event Description</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Week 13</td>
<td>Research for Policy Briefs</td>
<td>15</td>
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<tr>
<td>Week 14</td>
<td>Group Presentation Week</td>
<td>15</td>
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<td>Handout from LC Post Questions for Discussion Points</td>
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<td>Week 15</td>
<td>Review of Initial Views</td>
<td>15</td>
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<td></td>
<td>Policy Briefs Due</td>
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