Course Change Request

Date Submitted: 01/30/18 10:03 pm

Viewing: EDCI 752 : 21st Century Integration of Theory in Educational Settings

Last approved: 04/19/17 3:14 am
Last edit: 02/01/18 2:07 pm

Changes proposed by: ambyrios

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

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:ambyrios@tamu.edu">ambyrios@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: 752
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019

Complete Course Title
21st Century Integration of Theory in Educational Settings

Abbreviated Course Title
21 CENTURY INTEGRATION THEORY

Catalog course description
Examination of various curricular issues and pedagogical implications encountered by schools and educators in the 21st century classroom; examination of various theoretical frameworks needed to address those issues and implications and advance student understanding.

Prerequisites and Restrictions
Graduate classification; admission to Online EdD in EDCI.

Concurrent Enrollment
No

In Workflow
1. TLAC Department Head
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. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/31/18 9:49 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:07 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:25 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
   Beverly irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
   Beverly irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:13 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

History
1. Apr 19, 2017 by sarah.gordon

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.

In the 752 class, students have to complete and present a major project, Topic Analysis, which encompasses all the learning objectives and materials that we covered during class. Students must identify a problem germane to 21st century students and perform extensive research for this assignment, including

- What are the main points of topic?
- What are the implications for education?
- What is the relevant research on the topic?
- What are the problem(s) and/or issue(s)?
- Were any specific policies addressed?
- What potential solutions should be developed to address the problem/deficiency?
- Identify any possible ways to evaluate the proposed solutions.
- How would you implement any changes on your campus/district?
- Be specific and stay on point.

Hours

Meets traditional face-to-face hours.

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

Additionally, students complete a Comprehensive final exam, covering the objectives and materials for the course. In addition to working on the Topic Analysis, Students have assigned weekly readings from the course textbook, additional readings and videos posted by me that they must read, and a reflective discussion they must complete. I taught this course Summer 2017, as a 689 course.

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

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:

Required (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(EDD-EDCI) Doctor of Education in Curriculum and Instruction</td>
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</table>

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-EDCI) Doctor of Philosophy in Curriculum and Instruction</td>
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</tbody>
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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus  **EDCI 752.doc**

Letters of support or other documentation  No

Additional information

Reviewer Comments

Reported to state?  No
Course title and number  EDCI 752: 21st Century Integration of Theory in Educational Settings
Term  Summer 2017

Meeting times and location  Online – E-Learning Class, consisting of 6 Modules to be completed during the Summer term.

Instructor Information

Name  James Laub, PhD
Email address  jlaub@tamu.edu
Office hours  By appointment, Skype, or e mail
312 Harrington Tower

Course Description and Prerequisites

This course is designed for graduate students who are working toward a doctoral degree in Curriculum and Instruction. No course prerequisites exist, however, admission to Graduate Studies and Cohort V of the Online Executive Ed.D. program are required.

The course is designed for students to examine various curricular issues and pedagogical implications encountered by schools and educators in the 21st century classroom. Special attention will be given to the various theoretical frameworks needed to address those issues and implications and advance student understanding. Each topic draws attention to significant aspects of pedagogical processes and provides a distinctive means of understanding and managing organizational situations.

The course represents potential topics to be entertained during class sessions and is intended to provide students with a basic framework of pertinent issues to be addressed during the course. These topics and their positions in the schedule should be viewed as a general framework for our discussions and should not be considered firmly restricted to any specific class session. The course will use a collegial, inquiry-based format, allowing learners and the instructor to learn from one another.

The course goals aim to enhance teacher and curriculum leaders’ professional competence and skill set in discovering and solving problems leading to effective solutions to educational problems in school-based settings. Goals include:

(1) analyze and evaluate 21st century educational programs, policies, institutions, and processes.
(2) implement pedagogical and curricular changes to better serve all students effectively and equitably.
(3) promote proactive and best practices to meet the needs of 21st Century schools.
(4) identify best practices and research

** Syllabus is intended as a guide, not a contract. If it is in the best interest of the class to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions
Required Texts:


Selected Article/Book Chapter Readings (additional resources will be developed)
(PDF files of articles will be posted in course content link on eCampus)

Grading Policies and Course Expectations

Punctuality – Class attendance and participation are essential for learning. Only university-excused reasons with required documentation will allow you to make up missed work.

With the exception of the Comprehensive Final Exam and Discussion Forums, students may elect to complete Module Topic Analysis individually or in small groups.

Module Activities:

Online Discussion Forums – A major goal of this class is for you to be able to articulate your understandings, in writing, publicly and critically about issues and ideas and to question (politely) the positions of others. The expectation is that students should be familiar with all assigned module readings and videos. When reading these materials, they should be prepared to discuss the authors’ most significant points; the practical relevance of the authors’ ideas; and personal questions, concerns, or disagreements regarding the authors’ ideas. After the topic has been introduced during the module period, you will be expected to find additional resources outside of class related to that topic. You will go to the Discussion Forum, describe in some detail the resource that you have read(found/observed) and link the source of the resource to your discussion entry. In your description, please note the reasons why you believe this resource is important to the week’s topic.

Topic Analysis –

Using the concepts and topics explored throughout each module, students will prepare and post a multi-media presentation concerning an educational topic covered in the module readings that teachers and curriculum leaders may face in the 21st Century classroom. Students will analyze relevant data sources to identify and describe educational problem(s). Library research will be required. The presentation must address the following:

- What are the main points of topic?
- What are the implications for education?
- What is the relevant research on the topic?
- What are the problem(s) and/or issue(s)?
- Were any specific policies addressed?
- What potential solutions should be developed to address the problem/deficiency?
- Identify any possible ways to evaluate the proposed solutions.
- How would you implement any changes on your campus/district?
- Be specific and stay on point.
**Comprehensive Final Exam:**

Students will complete a comprehensive final exam, consisting of open-ended questions, focusing on all concepts and materials covered in class. The exam will be similar to the preliminary exam you will take at the end of your doctoral coursework, prior to advancing into the Record of Study phase. Answers must include cited references/sources and follow APA guidelines. Writing mechanics, grammar and scholarship will be a major part of the grading. An annotated bibliography must be included.

**Grading**

Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise. The grade is based upon (a) participation in module assignments and (b) final comprehensive examination.

<table>
<thead>
<tr>
<th>Category</th>
<th>Specifics</th>
<th>Total Points for that Category</th>
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<tbody>
<tr>
<td><strong>Module Assignments 1-5</strong></td>
<td>Participation in module assignments: discussion forums topic analyses (5 @ 100 points each)</td>
<td>500</td>
</tr>
<tr>
<td><strong>Comprehensive Final Exam – Module 6</strong></td>
<td>Exam will be based on a culmination of readings and topics from Modules 1 - 5</td>
<td>500</td>
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**Grade Distribution**

- 900 -1000: A
- 800 - 899: B
- 700 - 799: C
- 600 - 699: D
- <600: F

**Schedule of Readings, Topics and Assignments**

<table>
<thead>
<tr>
<th>Module</th>
<th>Readings</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Ch 1 &amp; 2 – Wan &amp; Gut&lt;br&gt;Ch 1 &amp; 2 – Ravitch&lt;br&gt;PDF articles; videos</td>
<td>Introduction – past and future implications</td>
<td>Discussion Board&lt;br&gt;Topic Analysis&lt;br&gt;Literature Review</td>
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<tr>
<td>Module 2</td>
<td>Ch. 3 &amp; 4 – Wan &amp; Gut&lt;br&gt;Ch 3 – Ravitch&lt;br&gt;PDF articles; videos</td>
<td>21st century students and schools</td>
<td>Discussion Board&lt;br&gt;Topic Analysis&lt;br&gt;Literature Review</td>
</tr>
<tr>
<td>Module 3</td>
<td>Ch 5 &amp; 6 – Wan &amp; Gut&lt;br&gt;Ch 4,5 &amp; 7 – Ravitch&lt;br&gt;PDF articles; videos</td>
<td>Policy making and implementation</td>
<td>Discussion Board&lt;br&gt;Topic Analysis&lt;br&gt;Literature Review</td>
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<tr>
<td>Module 4</td>
<td>Ch 7 &amp; 8 – Wan &amp; Gut&lt;br&gt;Ch 6 &amp; 8 – Ravitch&lt;br&gt;PDF articles; videos</td>
<td>Needs assessment and reform; accountability</td>
<td>Discussion Board&lt;br&gt;Topic Analysis&lt;br&gt;Literature Review</td>
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<tr>
<td>Module 5</td>
<td>Ch. 9 &amp; 10 – Wan &amp; Gut&lt;br&gt;Ch 9,10 &amp; 11 – Ravitch&lt;br&gt;PDF articles; videos</td>
<td>Curriculum development Implications</td>
<td>Discussion Board&lt;br&gt;Topic Analysis&lt;br&gt;Literature Review</td>
</tr>
<tr>
<td>Module 6</td>
<td>Comprehensive Final Exam</td>
<td></td>
<td>Due on August 10th</td>
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Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

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

Honor Code

"An Aggie does not lie, cheat or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information: www.tamu.edu/aggiehonor/

Instructional Technology Services
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(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

ONLINE COURSE EVALUATION SURVEYS are required (both mid-term & final) https://pica.tamu.edu Look for announcements on E-learning. You will receive notifications by email.