Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Educational Psychology
   EPSY 617 - Evaluation of Programs with Bilingual and Language Minority Students
   K-12

2. Course prefix, number and complete title of course:
   EPSY 617 - Evaluation of Programs with Bilingual and Language Minority Students K-12

3. Course description (not to exceed 50 words):
   Evaluation and research models and methodologies in education of bilingual/language minority students from K-12

4. Prerequisite(s):
   EPSY 610, or consent of the instructor

5. Is this a variable credit course? ☑ No
   If yes, from ________ to ________

6. Is this a repeatable course? ☑ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☑ Yes
   ☑ No

7. Has this course been taught as a 489/689? ☑ Yes
   ☑ No
   If yes, how many times? ________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
      Ph. D. in Educational Psychology with an emphasis in Bilingual Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

9. If other departments are teaching or responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    EPSY 617 EVAL PROG WITH LANG MINO
    Lect Lab SCH CIP and Fund Code Admin Unit Year FICE Code
    0 3 0 0 0 3 1 3 0 2 0 2 0 0 0 4 0 9 2 0 0 9 1 0 0 0 3 6 3 2
    Approval recommended by: [Signature]
    Head of Department Date
    Head of Department (if cross-listed course) Date
    Submitted to Coordinating Board by: [Signature]
    Date
    Dean of College Date
    Date

1 of 9 C6
Bilingual Education Programs  
Department of Educational Psychology  
College of Education  
Texas A&M University

EPSY 689: EVALUATION OF PROGRAMS WITH BILINGUAL/LANGUAGE MINORITY STUDENTS FROM K-12  
Fall Semester 2009  
COURSE SYLLABUS

Instructor:  
Dr. Fuhui Tong  
Department of Educational Psychology (EPSY)  
Texas A&M University, College Station, TX 77843-4225

Email:  
fuhuitong@tamu.edu

Phone number:  
(979) 845-7979

Fax:  
(979)-458-0192

Office Hour:  
1:00-3:00 pm, Friday or by appointment

Class meets:  
Wednesdays, 5:30 p.m. – 8:30 p.m.

Classroom at TAMU:  
413 (TTVN Distance Educational Classroom), Harrington Tower, College of Education

This class will be broadcast to Woodlands and include an on-line component in Blackboard Vista. *The professor will rotate sites throughout the semester.*

**Required Readings, Testing, and Other Instructional Materials**

**Required Books:**


**Required Readings:**


Readings assigned for this course will be posted on Blackboard Vista. Some will also be distributed in class in terms of a CD. Testing materials will be stored in the Bilingual Education Testing Center.
**Learning Outcomes**

Upon completion of this course, students should be cognizant of:
1. Role of program development and evaluation in bilingual education and other programs for language minority students
2. Status of research in bilingual education with special emphasis in language minority students
3. Process identifying “Best Practices” for language minority students
4. Different bilingual programs in public schools in Texas and across nation
5. Data collection, verification, analysis and interpretation in researches of bilingual/language minority students
6. how to critique quantitative and qualitative research
7. how to develop a research proposal and prepare manuscripts for publication

**Description**

This course is designed particularly for doctoral students to acquire depth of knowledge and skills in program evaluation and research in education of bilingual/language minority students from K-12. As we know, educational research with bilingual/language minority students is a discipline that requires several other fields of knowledge and teaching experience. To achieve the above objectives, participants should be willing to conduct as many readings as possible as well as to conduct the field based assignments. This course also requires a commitment to working together and sharing experiences from classroom interactions, as well as real-life experiences involved in working with bilingual/language minority students and second language acquisition. Prerequisites: EPSY 610 or equivalent.

**Course Content: This section identifies the topic and date of performance**

**Week 1**
Topic: Overview of course and introduction of program models
Assignment: Readings on program Models (Genesee; Lara-Alecio et al.; August & Hakuta chapter 2) and prepare a description of a program model as assigned

**Week 2**
Topic: Small-scale research evaluation in bilingual/ESL programs
Activity: Program description
Assignment: Readings on program evaluation (August & Hakuta chapter 6, Rossell & Baker; Baker & de Kant; Greene; Willig) and prepare a preparation on an assigned topic related to reading

**Week 3**
Topic: Critiques on small-scale evaluation in bilingual/ESL programs
Activity: Presentation on program evaluation
Assignment: Readings on evaluation critiques (August & Hakuta chapter 6, Greene)
Week 4
Topic: Large-scale research evaluation in bilingual/ESL programs
Assignment: Readings on program evaluation (August & Hakuta chapter 6, Thomas & Collier, Ramirez et al.) and prepare a preparation on an assigned topic related to reading

Week 5
Topic: Critiques on large-scale evaluation in bilingual/ESL programs
Activity: Presentation on program evaluation
Assignment: Readings on program evaluation critiques (Meyer & Finberg chapter 4, 6; Baker)

Week 6
Topic: Meta-analysis on program evaluation
Assignment: Readings (Rolstad et al.; Slavin & Cheung; Francis et al.; Krashen & McField; Lindholm-Leary & Borsato)
Project 1: a summary of critique in a large- or small-scale evaluation study

Week 7
Topic: Summary on evaluation studies
Activity: Report and discussion of Project 1
Assignment: Readings on characteristics of successful bilingual education program (de Jong; Montecel & Cortez)

Week 8
Topic: What are the factors contributing to successful bilingual education?
Project 2: Which school districts (campuses) are producing results on the Texas Assessment of Knowledge and Skills Tests (TAKS) and which are not that have significant bilingual programs? What type programs are on the campuses? What are the campuses doing—program structure, practices, curriculum, administrative structure, parental involvement hours?
*Topic for final paper due

Week 9
Topic: How do we know what best practice is?
Activity: Report and discussion of Project 2
Assignment: Readings (González report)

Week 10
Topic: Classroom and school effects
Activity: Identifying best practices in the Report
Assignment: Readings (Irby et al.; Lara-Alecio et al.; August & Hakuta chapter 7)

Week 11
Topic: The development of a research proposal
Project 3: Proposal for final paper
Week 12
Topic: Research design, data collection and analysis in research of bilingual education
Assignment: Readings (August & Hakuta chapter 9; Meyers & Finberg chapter 2)
Project 4: Critique of quantitative/qualitative research in bilingual education

Week 13
Topic: Statistical software applied in research for bilingual/language minority students
Activity: Report and discussion of Project 4

Week 14
Topic: Preparing a manuscript for publication

Week 15
Topic: Report and discussion of Project 3 – final presentation

These topics are listed tentatively. The professor may modify to accommodate students’ learning.

Grading Policies

For academic purposes, there will be four criteria for evaluating students’ performance. The four main criteria as well as the maximum score for each performance follow:

1. Attendance, readings assigned, informal presentation and active participation in class and online (Blackboard Vista) 100 points
2. Projects (Details and rubric under separate cover) 100 points
3. Final project—research paper. 100 points
The topic should be approved by the instructor. Each participant should be prepared to develop a research paper no less than 15 pages in any issue related to the objectives and course content. The paper should follow APA (5th edition) (double-spaced, 12 point font, 1 inch margin, etc.) (Details and rubric under separate cover)
4. Presentation of a practical application derived from the research paper described in number 3 (Details and rubric under separate cover.) 100 points

Final grade will be based on the above four main activities. Total Points 400 points

Grading Assignment
For academic purposes, the final grading distribution will be based in the following scale,

<table>
<thead>
<tr>
<th>A score between</th>
<th>Academic Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;375</td>
<td>A</td>
</tr>
<tr>
<td>325-375</td>
<td>B</td>
</tr>
<tr>
<td>300-324</td>
<td>C</td>
</tr>
</tbody>
</table>
Attendance
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. In cases of absence, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for such absence. Reasons among which absences are considered excused follow the university rule. For more information visit: http://student-rules.tamu.edu

All the assignments should be attempted. This syllabus is a guide. The professor may make changes as deemed necessary for optimal student learning and performing.

Other Readings


**Americans with Disabilities Statement Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person 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 disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: http://disability.tamu.edu

**Plagiarism Statement**

The handouts used in this course are copy-rights. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission.

As commonly defied, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worse academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules.

**Academic Integrity Statement and Policy**
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All assignments MUST be turned in with the following statement typed on them and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

__________________________________________
Signature of Student