Graduate Council Report

New Course Request

Item from May 6, 2010 Meeting

EDCI 629. Benchmarks in Urban Education. (3-0). Credit 3. Identifies, analyzes, and applies benchmarks in urban education using research findings. Prerequisite(s): Doctoral classification; Urban Education emphasis or approval of instructor; Concurrent Enrollment in EDCI 637.
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 Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 629-Benchmarks in Urban Education

3. Catalog course description (not to exceed 50 words): Identifies, analyzes, and applies benchmarks in urban education using research findings.

4. Prerequisite(s): Doctoral classification; Urban Education emphasis or approval of instructor; Concurrent Enrollment in EDCI 637
   Cross-listed with: n/a
   Cross-listed courses require the signature of both department heads.

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Ph.D. students in EDCI, Urban Education emphasis
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      n/a

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

9. Prefix Course # Title (excluding punctuation)
   EDCI 629 BENCHMARKS IN URBAN EDUCATION

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acct. Year EICE Code
   0 3 0 0 0 3 1 3 0 3 0 1 0 0 0 4 2 8 0 4 1 1 - 1 2 0 0 3 6 3 2
   Approval recommended by:

   Dennie Smith
   Department Head - Type Name & Sign Date
   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu 2 of 12 C
Curricular Services – 3/09
DEPARTMENT OF TEACHING, LEARNING AND CULTURE
TEXAS A&M UNIVERSITY
COURSE SYLLABUS – Fall 201X

AS CORRECTED

21 May 2010

Title & Number: EDCI 629, Benchmarks in Urban Education
SCHEDULE: Thursdays, 5p.m. to 8p.m. – CyFair ISD, The Berry Center
CREDIT: 3 SEMESTER HOURS
Prerequisites: Emphasis in Urban Education, must take concurrently with
EDCI 637 Urban Education: Policy and Analysis
PROFESSOR: DR. NORVELLA CARTER
402 Harrington Towers
Telephone 979-862-3802 OR 281-788-4388
E-MAIL: ncarter@tamu.edu OR norvella@comcast.net
OFFICE HOURS: Wednesdays 1:00p.m. – 4:00p.m. - others by appointment.

COURSE DESCRIPTION:

An introductory course for doctoral students in urban education, designed to:
support doctoral students in identifying, analyzing and applying Benchmarks in
urban education; use research findings to add depth to their knowledge base.

COURSE OBJECTIVES:

After successful completion of the requirements, students will be able to:

1. Discuss how benchmarks have influenced and shaped urban education in
   American schools, past and present.
2. Describe and analyze specific benchmarks that impact(ed) urban education
   related to acts, programs, legal mandates and laws, and add to the traditional
   list.
3. Explore, analyze and discuss benchmarks related to power, globalization,
   finance, language, race and culture.
4. Be able to discuss research and urban education.
5. Formulate a dialogue on education policy.
6. Write a research-based paper on a specific benchmark in urban education.
7. View urban education through the lens of an emerging researcher.

REQUIRED TEXT:

Westport, CT: Greenwood Press.

Recommended Text (Optional)

educators and parents. Westport: Praeger.


"Case studies are intensive descriptions and analyses of a single unit or bounded system such as an individual, program, event, group, intervention or community,"
(Merriam, 1998).

Additional Reading - The case study approach will be used to analyze acts, programs, legal mandates, and laws that impact(ed) Urban Education, such as:

1. 1852 School Attendance Law
2. Civil Rights Act 1866
3. Plessy v. Ferguson, 1896
4. The Homestead Act of 1949
6. The Civil Rights Act
7. Head Start 1965
8. Immigration and Nationality Act of 1965
9. Title VII Bilingual Education Act of 1968
10. Title IX of the 1972 Education Amendments Act
13. A Nation at Risk 1983
14. The G.I Bill
15. Affirmative Action
16. ESEA
17. The McKinney-Vento Act
18. IDEA, Individual with Disabilities Education Act, 1997
19. No Child Left Behind
20. Race to the Top
Course Format

This course will be offered in a hybrid format, which means that the class will be face-to-face with a major component of the course on-line. The majority of your coursework will be completed in groups in our on-line setting using WebCT Vista. To access WebCT Vista visit http://elearning.tamu.edu and select “TAMU NET ID”. Enter your “NET ID” and password. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All worked will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.

Required Technology

All students must monitor their TAMU e-mail throughout this course; (b) all students must use WebCT Vista to complete all assignments; and (c) all must master MS PowerPoint for lectures and the final project.

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 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.

TLAC Diversity—Anti-Discrimination—Statement

The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism.

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.

Texas A&M University Policy on Attendance and Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to:
http://student-rules.tamu.edu/rule7.htm
STUDENT EXPECTATIONS AND ASSIGNMENTS

1. Attend all classes.
2. Complete all assigned readings.
3. Participate in discussion and reviews (in class and online).
4. Provide “synthesis” research reports on benchmarks
5. Develop Benchmark chart
6. Conduct a major presentation
7. Write a major paper

ASSIGNMENTS, GRADING SCALE AND DUE DATES

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis Research reports on benchmarks</td>
<td>20 points (4 reports, 5 pts each)</td>
<td>TBD</td>
</tr>
<tr>
<td>Benchmark Chart</td>
<td>20 points</td>
<td>TBD</td>
</tr>
<tr>
<td>In Class Discussion of text, chapters, research articles and studies</td>
<td>10 points</td>
<td>Ongoing class participation</td>
</tr>
<tr>
<td>In-class Presentation, Specific Benchmarks</td>
<td>20 Points</td>
<td>TBD</td>
</tr>
<tr>
<td>Major Paper</td>
<td>30 points</td>
<td>Last Day of Class</td>
</tr>
</tbody>
</table>

LETTER GRADES
A = 100 – 90   B = 89 – 79   C = 78 – 68   D = 67 – 57
F = 56 – below

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 Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University. Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information. Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

On-line evaluations. https://pica.tamu.edu
ASSIGNMENT GUIDELINES AND EVALUATION SCALES

Synthesis reports on Benchmarks, 1800’s to present (4 reports, 5 points each), U.S. only.

Identify benchmark through your own research. Sources can include events, case studies, legal mandates, laws, headline stories, etc. Duplications will not be accepted, the first to submit a topic will not have to find another topic. Respond to the following for each benchmark – one page – single or double spaced, include references on the back:

1. Briefly state the main idea of the benchmark:

2. List three important facts about the benchmark:
   1.
   2.
   3.

3. List new terms and concepts that were discussed in the benchmark.

4. Overall relevance of the benchmark or rationale for inclusion (implications for today in urban education).

5. Your overall reaction to the benchmark.

<table>
<thead>
<tr>
<th>Synthesis Report on Benchmark Evaluation Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 5 the benchmark report met the requirements and the reaction components revealed understanding, insights and analysis.</td>
</tr>
<tr>
<td>____ 4 the benchmark report met the requirements and the reaction components revealed understanding.</td>
</tr>
<tr>
<td>____ 3 the benchmark report met the requirements but the review relevance/reaction components revealed lack of understanding in one area.</td>
</tr>
<tr>
<td>____ 2 one component of the report was missing or the relevance/reaction revealed lack of understanding in two areas.</td>
</tr>
<tr>
<td>____ 1-0 two or more of the components were missing the relevance/reaction revealed a lack of understanding in more than two areas.</td>
</tr>
</tbody>
</table>

An independent decision will be made if a review does not fall into one of the above categories.
Produce a chart that represents 5 benchmarks you select for each time period, totaling 30 benchmarks. You may include the benchmarks you selected for your reports in this chart. See sample below for headings that guide your contents:

**Benchmarks in Urban Education**

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark</th>
<th>Historical Context</th>
<th>Influence in Urban Education</th>
<th>National Educational Impact</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1800s)</td>
<td>Plessy v. Ferguson.</td>
<td>This case became a legal precedent for “separate but equal” and was used to justify segregation laws.</td>
<td>This case allowed legal segregation to continue in schools.</td>
<td>“Separate but Equal” solidified segregation as a way of life in American schools and in the hearts of people.</td>
<td>Legal precedent</td>
</tr>
<tr>
<td>1896</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supreme Court Case</td>
</tr>
<tr>
<td>(1900-1949)</td>
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<td></td>
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<td>(1950-1989)</td>
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<td>(1950-1989)</td>
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<tr>
<td>(1990-Present)</td>
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</tbody>
</table>

**Benchmark Chart Evaluation Scale**

- 5 Historical Context
- 10 Influence in Urban Education
- 5 National Impact

**Presentation** – 40 minutes, on specific benchmark (urban topic), based on your major paper. Each person in the group of 3, will have 10-13 minutes. Time management will be graded. Your presentation must include PowerPoint or some other form of technology. Add 10 minutes for comments, questions and discussion.

**Presentation Evaluation Scale – Group presentation, individual grades!**

- 10 Content of selected material
- 5 Rationale for inclusion
- 5 Delivery and technology, and time management
Major Paper for possible publication

The purpose of this assignment is to assist doctoral students in gaining experience writing about urban issues in this introductory class. Often, manuscripts have co-authors from various institutions that add power to the work. If you follow the guide, you should be able to produce a co-authored paper that can be published in the field of urban education. It will be necessary to refer the Publication Manual of the American Psychological Association (A.P.A. Manual), sixth Edition as you prepare your document. Papers may be submitted early, late papers may be penalized.

Your paper must meet the following specifications:

- 25-30 pages (double-spaced) not including references
- size 12 font
- 20 references (minimum), A.P.A. style
- balance

There will be five parts to your paper, they should be labeled:

1. Background and/or Historical Component – The purpose of this component is to convey the context of the people and/or issue and to reconstruct the past objectively and accurately (see Issac & Michael, p. 46). Definitions belong in this section.

2. Descriptive Component – The purpose of this component is to describe the current state of the topic, systematically and accurately. The component should reveal facts, characteristics and statistics.

3. A review of literature component - is a “… review of primary source material…[that gives] the research worker a thorough understanding of the current state of knowledge in the research area” based on case studies, legal mandates, historical documents, etc. (Issac & Michael, p. 61). It enables you to build upon the knowledge that has been accumulated by other people.

4. Policies, Strategies, Practices, Consequences, as a result of…

5. Conclusions, Recommendations and Implications for further research.

<table>
<thead>
<tr>
<th>Review of Literature and Research Paper Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>___5  Background and/or Historical Component</td>
</tr>
<tr>
<td>___5  Descriptive Component</td>
</tr>
<tr>
<td>___10 Literature Review</td>
</tr>
<tr>
<td>___5  Strategies and practices</td>
</tr>
<tr>
<td>___5  Implication, recommendations and Conclusion</td>
</tr>
<tr>
<td>Total Points = ____/30</td>
</tr>
</tbody>
</table>

8
# CLASS CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics and Events</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Education in a globalized society, universal issues in urban education</td>
<td>Text “Education in a Globalized Society” pp. 357-386</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>School finance in urban settings</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Language issues (Guest speaker)</td>
<td>Text “Language and Urban Education” pp. 397-420</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td><em>Case Studies</em> A Nation at Risk 1983, The G.I Bill, Affirmative Action, ESEA</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Cultural studies</td>
<td>Text “Cultural Studies and Urban Education” pp. 421-450</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td><em>Case Studies</em> The McKinney-Vento Act, IDEA, Individual with Disabilities Education Act, 1997, No Child Left Behind, Race to the Top</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>In-class presentations on specific urban benchmarks 1. 2.</td>
<td>Text “Research and Urban Education” pp. 451-486</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>3. 4.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Research and urban education</td>
<td>Text “Education Policy and Urban Education” pp. 555-579</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Education policy - Last Class</td>
<td></td>
</tr>
</tbody>
</table>
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name
UIIN: ___-___-___ Date ___/___

Address
Street City Zip

Telephone: Home (___)___-_______ Major

Work (___)___-_______ EMAIL

Class:

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester__________ Year__________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions?

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

___________________________________________ Date: ___/___/

Advisor/Professor/Facilitator

Department Head Recommendation (denniesmith@tamu.edu)

Department Head/Designee ______________________ Date: ___/___/

Dennie L. Smith, Department Head

Action/Follow-up: