

New Courses

Texas A&M University

Departmental Request for a New Course

Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attach a course syllabus. •

Form Instructions

1. Request submitted by (*Department or Program Name*): TLAC
2. Course prefix, number and complete title of course: EDCI 609 Analysis and Reporting for **Records of Study**
3. Catalog course description (not to exceed 50 words): Analysis of field-generated and existing data, classroom observations, empirical tests, and discussions; links theoretical and practical educational theory to analyses of qualitative and quantitative data ; teacher-leaders interpretation of classroom phenomena using research-based theories for teaching and learning.

4. Prerequisite(s): Graduate Classification; EPSY 635 or equivalent

Cross-listed with: n/a Stacked 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 programs(s) (*e.g., B.A. in history*)
Ed.D. in EDCI
 - b. an elective for students enrolled in the following degree program(s) (*e.g., M.S., Ph.D. in geography*)
M.Ed. in EDCI

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

Prefix		Course #		Title (excluding punctuation)																										
E	D	C	I	6	0	9	A	N	A	L	Y	R	E	P	O	R	T	R	E	C	O	F	S	T	D	Y				
Lect.	Lab	SCH	CIP and Fund Code										Admin. Unit			Acad. Year			FICE Code											
0	3	0	0	0	3	1	3	1	3	1	1	0	0	0	2	2	8	0	4	1	3	-	1	4	0	0	3	6	3	2

Approval recommended by: _____ Level **6**

Yeiping Li *Yeiping Li* 2-20-12
 Department Head or Program Chair (*Type Name & Sign*) Date

George Cunningham *[Signature]* 03/23/12
 Chair, College Review Committee Date

Department Head or Program Chair (*Type Name & Sign*) Date
 (if cross-listed course)

George Cunningham *[Signature]* 03/23/12
 Dean of College Date

Submitted to Coordinating Board by: _____

Mark Zoran *[Signature]* 4/25/12
 Chair, GC or UCC Date

Associate Director, Curricular Services

Date _____ Effective Date _____

EDCI 609 Analysis and Reporting for *Records of Study*
Course Syllabus (Fall 2012) EdD
Time: Moodle

Dr. Robert M. Capraro
 Office: Harrington 328
 Office Hours: Skype 5:00-6:30 Wednesdays
 Office Phone: (979) 845-8384 (see Class Communication)
 e-mail: rcapraro@tamu.edu

Course Description

Students will actively participate in the analysis of field-generated and existing extant data, from classroom observations, empirical tests, and discussions. Students will link theoretical and practical educational theory to analyses of qualitative and quantitative data. This course equips teacher-leaders to interpret classroom phenomena using research-based theories for teaching and learning.

Prerequisites

Graduate Classification; EPSY 635 or equivalent

Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
 Huck, S. W. (2007). *Reading statistics and research* (5th ed.). Boston: Pearson Education.
 Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York: Guilford.
 Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York: The Free Press.

Required Readings

See Moodle Readings or the course website

Required Resources

Statistical Packages for the Social Sciences (SPSS) (optional) (recent version but most current is not important) or Excel. Quicktime, Flash, Real Player, and Office Suite.

Recommended Resources

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. New York: Sage.

Other resources specific to your area of interest and specialization.

Class Communication

Telephone Messages

Due to budget constraints and a goal to save money – ALL telephones have been removed from faculty offices. Therefore, you will need to leave a message at the department and all returned calls would be placed from a designated telephone in the main office. Therefore, I will return

phone calls placed to the new department telephone clearing house number 979 -845-8384 on my next day in the office (this may not be the next day after the message). Calls will be returned in the order received. Due to the potential lack of privacy in the main office, confidential matters will only be able to be discussed in person. So please make an appointment to speak to me in person for any items dealing with personal or confidential matters.

E-mail

I will check class e-mail twice each week. I will check on Monday and Thursday in Moodle and I will respond to e-mail sent to A&M account periodically and respond as necessary, but less frequently than in Moodle. As E-mail etiquette, if your name is not included in the body of the email, it is a class email sent to more than just you. Do not take it personally just because your name is in the address line. Moodle sends the e-mails to individuals and not to groups even though that may have been the intent. E-mail sent to you will contain your name in the salutation and generally a group salutation will be used in the body. E-mail sent with notifications and excuses will not receive responses. Please note that telling me you are going to be absent or late or late with an assignment is professional and a polite way of acting. I greatly appreciate your notifying me so I do not worry about folks. However, notification is not proof of an acceptable excuse. Please check the university policy on absences. Unless there is a University excused absence, failure to upload an assignment on time will result in a minimum of 10% point reduction.

Appointments

If you would like to meet with me you have two options. Option 1 is in person and Option 2 is via SKYPE. Regardless of which option you choose it begins the same way. Step 1: Please send an e-mail to rcapraro@tamu.edu and cc mmcapraro@tamu.edu with "EDCI 609 Appointment with Dr. RM Capraro" in the subject line. Step 2: In the body of the e-mail specify in the office or Skype. Step 3: Specify a time frame. A hint, a time frame of Monday 1-2 PM probably won't work. But if you can be flexible you are more likely to get an appointment sooner than later. For example, giving a range Monday thru Friday from noon-1 and Tuesday and Thursday from 3-5 PM is a better example of getting an appointment quickly. I will be setting recurring appointments, department, college, and university appointments Wednesdays and Thursdays 9am through 5pm. So these dates will be severely limited.

IF you experience an EMERGENCY and must contact me immediately please send an e-mail with "EDCI 609 – Emergency" spaces are important. This will be directed to my cell phone at each of my e-mail addresses. Examples of non-emergencies include "I do not know what is due, I need help with the assignment, I am not ready for my presentation, my brother is getting married, my kid is having a birthday, I lost my book, and my computer crashed. As a side note – please back up your files for this class. While it has only happened once in my career – a student got to the end of the course and the computer crashed and all the work was lost. There was no hard copy of the paper and we were at the final submission of the assignment. While this is sad – it will only earn you an incomplete for one semester to recreate the required document(s).

Goals

You will be part of a unique experience in working with data and developing insights into research reporting for your school district or education agency. You will develop a research question based on theoretical perspectives contained within the scope of extant data or an alternative *data source* (alternative suggestions for original research are encouraged and supported). You are strongly encouraged to use data from your school district or educational agency. You will (a) engage in methodical scholarly discovery concerning the teaching and

learning processes (b) participate in research endeavors (c) use and interpret data instruments, and (d) contribute to the advancement of knowledge in the area of teaching and learning.

Objectives

- 1) Use, understand, and interpret the APA Style Guide
- 2) Develop awareness of quantitative and qualitative paradigms
- 3) Understand research presentation formats to a school board audience
- 4) Use Track Changes®, Comments®, and Style® to support writing development
- 5) Match research questions and research paradigms
- 6) Understand library resources to support research
- 7) Understand the role and function of Internal Review Board (IRB)
- 8) Develop an integrated and systematic literature review
- 9) Work collaboratively to provide constructive peer review of manuscript drafts
- 10) Develop a PowerPoint® presentation to a School Board about research findings

Grades

Percentages of the course grade are listed next to each requirement. Grades will be assigned as follows:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D

Late Assignments

Unless there is a University excused absence, only assignments submitted complete and on time will be considered for full credit. Any assignments turned in more than one week late will receive zero points. Assignments must be turned in by Saturday, 11:55 PM of the week it is due.

Electronic submission via Moodle is required.

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 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.

Americans with Disabilities Act (ADA) Policy 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>.

Statement of Plagiarism

The handouts used in the course are copyrighted. 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, professor's web site, video, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the 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 have the permission of that person. Plagiarism is one of the worst academic offences, 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*, under this section "Scholastic Dishonesty".

Aggie Honor Code

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

For additional information, please visit: <http://aggiehonor.tamu.edu>.

All assignments must contain the following statement and be signed before it can be graded:

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

Signature of student

Academic Integrity Task Force, 2004

Students must sign this statement on all assignments and exams. Please sign electronically for all assignments submitted via e-mail.

Issues involving Aggie Honor Code Violations and the encompassed plagiarism will be resolved after due process has taken place and the following criteria are ascertained for determining the consequences:

1. **Premeditation:** Did the evidence suggest planning and forethought, demonstrating intent to commit an act of academic misconduct?
2. **Flagrancy:** Was the act of misconduct glaringly obvious or egregious?
3. **Truthfulness:** Did the student tell the truth when confronted?

Course Evaluations

Each student must complete on-line evaluations of the professor and the class. The link is: <https://pica.tamu.edu> – complete during the last week of class.

Attendance

Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and or in groups. The absence of one individual impacts the performance of all persons. If you are absent, it is each student's responsibility to make up the

work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. In this class, an absence is considered not completing on-line assignments by the due dates. That is, not completing the peer reviews, failure to post responses to discussion, and failure to participate in the discussion group during your responsible time.

Assignments

20% Examinations

20% Assignments (Discussions, Discussion Group Leadership)

20% Literature Review

20% Analysis of Field-Based Research Data

20% PowerPoint Presentation

Examinations (20%)

Periodic examinations will be administered via Moodle or other technologies covering basic requirements that are either prerequisite to or essential for success in the course. Advance notice will be given for the one scheduled APA format examination (see Moodle). Professor designed exams will cover specific chapters in APA, Huck, Thompson, and readings. Not all assigned readings will be tested and only the APA test will be announced in advance. It is important to keep up with your readings.

All assessments MUST be completed on-line, through the course delivery system Moodle. You can access the site at <http://moodle.cehd.tamu.edu>. For the first week the assessment will be open from Tuesday noon through Friday 11:55 PM. For the rest of the weeks you will be able to access the quizzes from Sunday 9:00 AM through Saturday 11:55 PM. You may retake a quiz once after an 8-hour study break and each quiz is timed for 45 minutes with between 9 and 18 questions per quiz. Questions are weighted for difficulty: so easy items suffer a greater penalty than more difficult items. The penalty ranges from 10% of the item value to 70% of the item value. Final quiz grade will be the score you receive on the first attempt or the arithmetic mean of scores for each attempt if you take it twice. Quizzes will cover only specific aspects of assignments so not all assignments will have quizzes.

Assignments (20%)

Assignments will afford students the opportunity to develop and or refine specific skills essential for success in this class. Among the class assignments will be readings and their preparation for on line discussion, research preparation, presentations to classmates (via Voice-over PowerPoint®, and methodological demonstrations. **Each person will be expected to do at least four presentations, including two chapters, and two research presentations – no makeups will be allowed.**

For example, any missed presentations will be replaced with the mean of the presentations conducted divided by the number conducted if the absence was excused and a score of zero will be used if the absence is not excused. For online classes failing to upload the document by the required time counts as an absence. Family obligations are of course paramount in our field so if you have children, spouse, or elderly parents please plan accordingly to get work done in advance if you have such obligations. Using them as excuses for absent work is not considered an excused absence. Each person is expected to take and complete **the APA**

http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed **and Track Changes® and Comments® Tutorials** <http://office.microsoft.com/en-us/word-help/audio-course-revise-documents-with->

[track-changes-and-comments-RZ001160037.aspx](#) and **Table of contents and Headings**

Tutorials. All online -assignments **MUST** be posted on Saturday by 11:55 pm of the week it is due.

Each person is expected to peer review the work of at least two classmates for each written assignment. For some this may require more or less work. Therefore, you may not review the same classmates work for each assignment. You will complete the general review form for each assignment and then the **Peer Advanced Review and Critique** form for the final draft. Credit is earned for each successful review for a max total of 50 points or 10 points each. Reviews done in addition will be used as extra credit in the assignment category. A review consists of working with a person to improve the single assignment. Some assignments may actually take multiple reviews but will count as 1 review. While this may not seem fair, tough reviews will actually give you the opportunity for me to see the extent to which you have learned the content of the course and can communicate it to your peers.

Please review the forms carefully before starting any assignment.

Discussions are an integral part of the course. It is expected that the poster will lead the discussion of the work being posted by doing the following:

- 1) Create the thread for their post.
- 2) Provide **2 discussion questions**.
- 3) Lead the discussion by monitoring the thread and responding to the thread through its close on Saturday.

Participants (non poster of the material) will:

- 1) Respond to both questions using credible sources and not personal opinions.
- 2) Raise counter points (cited from the literature), offer supporting comments anecdotes (cited from literature).
- 3) Each participant will post to each thread.

The professor will:

- 1) Read each thread.
- 2) Make summary comments each week.
- 3) Post scores for each presenter based on meeting points 1-3 above.
- 4) Post score for each participant based on 1-3 above as a summary grade of overall performance at the end of the course.

GENERAL REQUIREMENTS FOR WRITTEN WORK- LITERATURE REVIEW, ANALYSES, ETC.

You may use APA templates and/or other resources; however, you are solely responsible for any error or partial implementations of APA resident in those resources. I have included an APA template on my webpage but I do not endorse its use. I use this template as an example of what is available. EndNote® is a useful software tool as long as each user understands its limitations and is willing to assume responsibility for its partial APA implementation. Each electronic submitted assignment should include a proper cover page and abstract. If a particular section is not yet written the section heading should still be included and a References section should be included with all documents. After more than five APA errors the paper will be returned ungraded – with a 10-point reduction and one week from the date of the initial submission to return the paper (The original paper must be included with the revised paper). Papers returned after this extension will be given a zero. Cited articles must be published since 1997 (for articles before 1997, see the professor with reasonable exceptions). Methodological choices **must** be justified and those justifications should not be limited to course resources. **All papers MUST have your name and**

the assignment name in the document name for example lit_review_YOUR NAME Draft.doc or lit_review_YOUR NAME Draft.docx and lit_review_YOUR NAME Final.doc or docx.

Literature Review (20%)

You will develop a research question based on theoretical perspectives contained within the scope of applied educational research and locate at least 20 articles from various journals that may include: *Research in Middle Level Research-Online, Middle Grades Research Journal, Journal of Research in Childhood Education, Educational Researcher, American Educational Research Journal, and Kappa Delta Pi Record*, (ERIC documents, dissertation abstracts [no more than 10% of your references can come from the previous two categories], and statistical journals - - i.e., *Multiple Linear Regression Viewpoints* and *Educational and Psychological Measurement are encouraged*). Your review should include proper APA citations; the literature review should be integrated and synthesized. You should not have a paragraph per article but instead find commonalities and differences and integrate the articles to tell a story (You must be able to explain how you are using each article in your final paper otherwise you should not have selected it). The literature review should be somewhere between 2- 3 pages (first submission) and an additional 3 to 6 pages (second submission) manuscript pages in length (APA Style guide 6th Edition, 2009 *required*). You may use a structured abstract and complete it as you progress through the writing process (see sample in Moodle or on the class web-page). You must submit the 1st submission with the 2nd submission. This is an integrated whole. The second part allows you to have feedback on the first one and to make changes and improvements.

Rubric: APA form 30%; theoretical framework (synthesized) 40%, thoroughness 30%

Benchmarks: You will submit this in 2 stages. 10 articles due at time of the first submission and the remaining articles are due one week later (see class calendar). Total approximately 20-30 articles. From this literature review you will engage in methodical scholarly discovery concerning teaching and learning.

Analysis of Field-Based Research Data (20%)

Students will engage in the holistic analysis of field-based research data for the purpose of presenting to a school board or educational review board. Each student in accordance with accepted quantitative or qualitative methodology will determine procedures for his or her analyses. Students and the professor will work cooperatively and collaboratively throughout the process of scholarly discovery. Students may choose to use their own dataset or customize their inquiry to suit their specific outcome expectations. The analysis will contain graphs, tables, and charts, including means, standard deviations, and percent change. There will be a maximum of 5 manuscript pages including graphs, tables, and charts. You must include a methodology that explains how each graph, table and chart was created. That is, the variables and computation methods, not explicit directions for using Excel or some similar program. You will also need to include a discussion section. This section will be directly related to what is included in the presentation.

Rubric scoring will be: APA 30%; soundness of the methodology 30%; writing quality 20%; analytic choices and thoroughness 20%.

PowerPoint® Presentation (20%)

The PPT will cover your selected topic of interest germane to the course and follow all the procedures for conducting a research project and submitting the findings for presentation (see APA, 2009). This product will be the culmination and combination of the two previous assignments. Each assignment **MUST** build on each other and **CANNOT** be separate stand-alone submissions. The remaining sections will be completed (see APA 6th).

A short summary paper (brief bullet points **ONLY** pulled from your paper) and Power Point® presentation will be developed to communicate the purpose of your research and to summarize your findings. The presentation **must** be submitted within Moodle (See presentation rubric).

Become familiar with both editing and revising using **Track Changes®** and **Comments®** in Word®. Some class time will be devoted to explaining these functions but you will only become proficient through practice. Check my course webpage for a link to a tutorial.

Paragraph Formatting

This is another function within Word®. You must be able to set the proper heading and paragraph formats for APA. This function allows you to build Tables of Contents and Figures easily. While these tables are not covered in this course, formatting headers and paragraphs are prerequisite.

Tentative Class Schedule

Week of	Topic	Due
Week 1 Introduction	Introduction to Course* Intro to National Data Set Access*	<i>Writing for Publication</i> APA chapter signup (1 per person) The Teaching Gap signup (1 per person) APA Tutorial# Track Changes and Comments Tutorial # Table of Contents and Headings Tutorial #
Week 2 Overview of Articles	Experimental Research Library Research Methods Elaine Thornton Selecting a Publication outlet Choosing Articles Writing a lit review watchyaleo & find 10 articles Use Check List for Review of Writing	APA Presentations 1-2-3 IRB Certificate Printed and brought to class, sent via e-mail Huck Chapter 1 <i>Reflecting on Research for Doc Students</i> <i>Determining Authorship</i> <i>How To Publish</i> <i>Manuscript Sample (see for reference)</i> APA Pre Test Quiz
Week 3 Quantitative Analyses	Thoughts about Quantitative Techniques (see Lecture Moodle)	APA Presentations 4-5-6 Huck Chapter 2 <i>Why We Need Structured Abstracts</i> <i>Structured Abstracts Article</i> <i>Abstract Review Article</i> <i>Guidelines for Quantitative Analysis</i> 1st submission Literature Review (First 10 articles Due) 10 Articles (Summary toward lit review Range 2-3 pages)
Week 4 Meta-Analysis	Meta-Analysis: Mining Data from Published articles	APA Presentations 7-8 Teaching Gap 1- 2- 3- 4- 5

	See Examining Hispanic-students mathematics performance on high-stakes tests: An examination of one urban school district in Colorado. <i>Urban Review</i> Effect Size Calculator Meta-Analysis Effect Size.xls Use Check List for Review of Writing	<i>Meta-Analysis</i> <i>RG Score Reliability</i> <i>Mining Data from Documents</i>
Week 5 Qualitative Analyses	Qualitative Research Developing Research Methods (see Lecture Moodle) 1) Use Peer Advanced Review and Critique Use Check List for Review of Writing	Teaching Gap 6, 7, 8, 9, 10 <i>Reporting Qualitative Studies</i> <i>Finding Your Story</i> <i>Writing Your Story</i> <i>Levels of Analysis</i> Literature Review – add 10 more articles for a 2nd submission (total of 20 or more). Peer Review in class/Moodle (Range: additional 3-6 pages) Must include the first submission (this is added to and integrated with so it is not a separate assignment but fleshing out and building on the first one).
Week 6 Evidence-Based Research	Data Analysis Analyzing Your Data (see Lecture Moodle) Use Check List for Review of Writing	<i>National Research Council RCTs</i> <i>Evidence Based Education Research Methods Section (how and what you are doing Max 5 pages – this is part of the analysis section)</i>
Week 7 Mixed Methods	Understanding Mixed Methods (see Lecture Moodle) APA Quiz 2) Use Peer Advanced Review and Critique Use Check List for Review of Writing	<i>Mixed Methods Research</i> <i>Measuring the Content of Instruction</i> Literature Review Final edits
Week 8 Effect Sizes and CIs	Peer Review Minimum of 2. Estimating Effects and Implications (see Lecture Moodle) Use Check List for Review of Writing	Methodology Final one due Huck Chapter 8 Copy to each person! Due: Analyses (graphs, tables, etc. Max 5 pages)
Week 9 Review of Analysis	Review of Analysis/ Reporting Results Writing your Results (see Lecture Moodle) Use Check List for Review of Writing	Results of Field Based Research Due this week (the narrative version (range 2-5 pages))
Week 10 Writing the Discussion	Peer Review Developing a Discussion (see Lecture Moodle) Use Check List for Review of Writing	Peer Review of Lit Review and Methods, at least two peers must review and comment. Discussion (range 1-3 pages)
Week 11 Peer Review	Peer Review of full written assignments. Review at least two classmate's work. 3) Use Peer Advanced Review and Critique Use Check List for Review of Writing	Reviews submitted through Moodle <i>Use Peer Advanced Review and Critique form</i>
Week 12	Review the paper of at least two other	Submit Rough Draft one for everyone

Peer Review	students Post Comments 4) Use Peer Advanced Review and Critique Use Check List for Review of Writing	Comments on at least two people's MSs Must review APA, alignment between lit review, Use <i>Peer Advanced Review and Critique form</i>
Week 13 Class Discussion/Q	Class Discussion and Questions/ Finalize Manuscript and Presentation	Presentations submitted to me electronically in advance
Week 14	Final Presentations	
Week 15	Final Presentations	
	Last Day to Submit Paper	Paper Due before

* see Lecture in Moodle, # see Web Links in Moodle

Name _____

Presenter _____

Presentation Rubric- Requiring PowerPoint®	
Points:	Criteria
25 Max	Organization (hierarchy) 25 well-organized, complete and factual, correctly formatted, displays a theme, properly identified, plentiful examples from class in a logical order and relationship 20 fairly well-organized, mostly complete and factual, no format errors and easily navigable, 15 fairly well-organized, mostly complete and factual, a few errors in format, navigation difficulties some shared work and collaboration, some members show evidence of the events, members show limited support, limited assistance in managing the participants 10 poorly organized or lacking significant information but extensive technology is incorporated 5 poorly organized, lacking significant factual information, several errors in format
25 Max	Mechanics 5 presentation flows naturally with all members playing an essential role 5 easy to navigate, few spelling errors in the required handouts 5 linear (not scattered) 5 engaged the audience, provided for audience participation, and involvement (more than interesting) 5 evidence of persistent and extended work through interactions between classmates and presenter 0 No Score: numerous spelling/grammatical errors, some confusion between or among topics not supportive or unable to actively engage classmates
25 Max	Content Relevancy 25 good examples of coursework, lessons related to teaching experiences 20 general information relevant to the course, examples of sound pedagogy, lessons, mathematical accuracy and precision 15 general information and somewhat relevant to course, varied delivery that addresses the mathematics presented or being represented 10 mostly cursory information or no relevance to coursework or chapter or syllabus 5 only cursory information without explanation or examples
25 Max	Theme 5 Well organized and planned theme 5 Theme necessitates individual effort 5 The presentation follows in a natural progression that communicates the theme to the participants 5 The theme is challenging and represents the contents of the course 5 The theme is presented in a manner in accordance with the requirements of the syllabus 0 No score: No theme represented or communicated.
/100	Total Presentation
/100	Individual Score
/100	Overall Score= mean of the two previous scores

Sample Rubric used in another class.

APA Assignment- Exam to follow

A complete presentation will include all of the following:

- 1) A 1-page overview of the chapter (See APA for what makes a page. Do not double space.)**
- 2) A Brief PowerPoint Presentation 8 -12 slides MAX including voice-over**
- 3) A Brief 8-10 Question Quiz for your classmates. You must have the answers and provide them as part of the discussion.**
- 4) Lead the discussion**

We will focus on *empirical* studies and requisite components:

- a) Introduction
- b) Method
- c) Results
- d) Discussion
- e) Summary (Depending on journal)
- f) Tense
- g) Format
- h) Structure

1. Chapter 1 _____
2. Chapter 2 _____
3. Chapter 3 _____
4. Chapter 4 _____
5. Chapter 5 _____
6. Chapter 6 _____
7. Chapter 7 _____
8. Chapter 8 _____

The Teaching Gap Assignment-

Each 4-slide presentation will culminate with a brief quiz 10 questions. Answers will be posted to Dr. R. M. Capraro at the time the PowerPoint and quiz are posted.

Cover major points, implications for research and practice.

1. Chapter 1 _____
2. Chapter 2 _____
3. Chapter 3 _____
4. Chapter 4 _____
5. Chapter 5 _____
6. Chapter 6 _____
7. Chapter 7 _____
8. Chapter 8 _____
9. Chapter 9 _____
10. Chapter 10 _____

Track Changes® and Comments®- Exam to follow

Check List for Review of Writing
(Personal Reflective Version Before I Submit for Peer Review)

Writing Style

I have

- an introductory paragraph (not labeled introduction)
- heads and subheads
- a short/modest topic sentence for each paragraph
- a concluding/transition sentence for each paragraph
- integrated paragraph with multiple citations from different authors
- past tense in the lit review
- past tense in methodology
- past tense in the results
- present tense in the discussion
- most of my citations have the author in parentheses and not as part of the story
- avoided the use of "I" or "We"

APA

- Used the correct APA headings and subheads
- Cover page
 - running head
 - title
 - name
 - author note
- included all the APA section
 - lit review
 - methodology
 - participant
 - instrument(s)
 - analysis
 - findings
 - conclusion/discussion
- Checked my APA in the references carefully including
 - Commas
 - Periods
 - Capitalizations
 - Volumes
 - Issues
 - Pages
 - Italics

Check List for Review of Writing (Peer Review Version)

Title: Culture & Aspirations

Date: __

Reviewer Name: _____

Person Being Reviewed: _____

Writing Style

The paper has

- an introductory paragraph (not labeled introduction)
- heads and subheads
- a short/modest topic sentence for each paragraph
- a concluding/transition sentence for each paragraph
- integrated paragraph with multiple citations from different authors
- past tense in the lit review
- past tense in methodology
- past tense in the results
- present tense in the discussion
- most of the citations have the author in parentheses and not as part of the story
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APA

- Used the correct APA headings and subheads
- Cover page
 - running head
 - title
 - name
 - author note
- included all the APA section
 - lit review
 - methodology
 - participant
 - instrument(s)
 - analysis and or
 - findings
 - conclusion/discussion
- Checked my APA in the references carefully including
 - Commas
 - Periods
 - Capitalizations
 - Volumes
 - Issues
 - Pages
 - Italics

Decision (Select only 1 category by placing you initials on the line.)

__Accept as is no edits necessary (I feel that this is an excellent work, and I believe my review shows exactly what I know about the content taught in this course. Any failures in the work are due to my lack of attention to detail and are indicative of my weaknesses in the area and not my classmate).

__Accept with Revisions Only (I feel that this is solid work, and I believe my review shows exactly what I know about the content taught in this course and through my suggested revisions, I am confident my classmate will earn a better grade than without my help).

__Revise and Resubmit (I feel that this is promising work, and I believe my review shows exactly what I know about the content taught in this course and with all my comments and suggested revisions, I hope my classmate will earn a better grade, than without my help).

__Reject (I cannot judge this work. I believe my review lacks depth because I have not assimilated the content. I have no idea how to help my classmate improve the work).

Peer Advanced Review and Critique

This should be submitted directly to the professor, at rcapraro@tamu.edu with a copy of the MS you reviewed with your Track Changes and Comments detailing your review clearly evident.

Title:

Date: __

Reviewer's Name:

Person Being Reviewed:

EDCI 609 Analyzing and Reporting for Records of Study Reviewer: This review form is used for the Advanced Review when you are reviewing the final draft work. Please review carefully at least 2 peer submission and return to me via email. Remember specific comments are most helpful, so use any additional space necessary in the "Comments." Thanks. Your grade is partially based on the thoroughness and helpfulness of the review in assisting your classmate get the best possible grade he or she can earn. Flattering commentary, noteworthy praise in the presence of blatant errors will count negatively toward the reviewer's grade and void credit for the review entirely. Therefore, the review will have to be made up with another peer to receive any partial credit possible. You comments should be honest and constructive, this means your comments should be something the author can actually do to improve the work.

Please **bold** and underline (or circle) the number corresponding to the descriptor you believe best describes each criterion, using the following scale: 1=not acceptable, 2=below average, 3=average, 4=above average, 5=exemplary. Use additional paper as needed for comments.)

	Not Acceptable	Below Average	Average	Above Average	Exemplary
Clarity of Writing (e.g., syntax, style, mechanics)	1	2	3	4	5
Comments:					
Analysis (sound methodology, appropriate techniques, thoroughly explained; & limitations addressed)	1	2	3	4	5
Comments:					
Findings (accurate conclusions & implications drawn from adequate data analysis)	1	2	3	4	5
Comments:					
Discussion (adequate number of appropriate sources cited, consistent with references)	1	2	3	4	5

Comments:

Decision (Select only 1 category by placing you initials on the line.)

___ **Accept as is no edits necessary** (I feel that this is an excellent work, and I believe my review shows exactly what I know about the content taught in this course. Any failures in the work are due to my lack of attention to detail and are indicative of my weaknesses in the area and not my classmate).

___ **Accept with Revisions Only** (I feel that this is solid work, and I believe my review shows exactly what I know about the content taught in this course and through my suggested revisions, I am confident my classmate will earn a better grade than without my help).

___ **Revise and Resubmit** (I feel that this is promising work, and I believe my review shows exactly what I know about the content taught in this course and with all my comments and suggested revisions, I hope my classmate will earn a better grade, than without my help).

___ **Reject** (I cannot judge this work. I believe my review lacks depth because I have not assimilated the content. I have no idea how to help my classmate improve the work).

Peer Advanced Review and Critique

This should be submitted directly to the professor, at rcapraro@tamu.edu with a copy of the MS you reviewed with your Track Changes and Comments detailing your review clearly evident.

Title: Culture & Aspirations

Date: __

Reviewer Name:

Person Being Reviewed:

EDCI XXX Analyzing and Reporting for Records of Study Reviewer: This review form is used for the Advanced Review when you are reviewing the final draft work. Please review carefully at least 2 peer submission and return to me via email. Remember specific comments are most helpful, so use any additional space necessary in the "Comments." Thanks. Your grade is partially based on the thoroughness and helpfulness of the review in assisting your classmate get the best possible grade he or she can earn. Flattering commentary, noteworthy praise in the presence of blatant errors will count negatively toward the reviewer's grade and void credit for the review entirely. Therefore, the review will have to be made up with another peer to receive any partial credit possible. Your comments should be honest and constructive, this means your comments should be something the author can actually do to improve the work.

Please **bold** and underline (or circle) the number corresponding to the descriptor you believe best describes each criterion, using the following scale: 1=not acceptable, 2=below average, 3=average, 4=above average, 5=exemplary. Use additional paper as needed for comments.)

	Not Acceptable	Below Average	Average	Above Average	Exemplary
Clarity of Writing (e.g., syntax, style, mechanics)	1	2	<u>3</u>	4	5

Comments: The writing is generally solid but the plethora of APA errors were time consuming working through and made for having to re-read some sections because I got absorbed with the APA implementation. Further, the abstract does not contain a significant attempt to include all the components that should be present in an abstract, namely a meaningful presentation of the major findings. Further, the use of the term significant is confusing and leaves the reader wondering whether it always refers to a null hypothesis test or just plain old important. If you mean statistical significance then that should be said and if you mean important then that word should be used. (see Track Changes and Comments in the paper for clarification).

Data Analysis (sound methodology, appropriate techniques, thoroughly explained; & limitations addressed)	1	2	<u>3</u>	4	5
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Comments:

The sample size is solid but it is so large I cannot help but wonder if most the statistically significant results are not simply a result of such a large sample. The reported effect all seem small and there is no discussion of the effects from other similar studies to help contextualize the finding. For example, if about a 2% effect is expected when modeling the variables of interest across samples and studies then this would be important but I am left wondering. I have major concerns with regard to the reporting of the regression. First it is not evident that the authors are aware of the special edition designed to assist authors with expectations for quantitative reporting in the journal. Regression weights without structure coefficients are reported. Some method is used to estimate unique variance explained, regardless it is without showing evidence that this study either supports prior findings for similar studies

or provides new estimates that should be considered practically important. (see Track Changes and Comments in the paper for clarification).

Findings

1 2 3 4 5

(accurate conclusions & implications drawn from adequate data analysis)

Comments: The findings seem untenable and unsupported. In fact, most of the results seem rather unimportant. I realize this may be taken as harsh criticism but if your ~2% effect is important it is incumbent on you to present the analyses of prior to show that this is the case. You cannot expect the reader to know this - if they did your study would not be necessary or the reader too did your study. You only included one graph and none of the other requirements for the section. The paper is unacceptable without meeting the basic requirements. (see Track Changes and Comments in the paper for clarification).

Discussion

1 2 3 4 5

(new information added to existing body of knowledge)

Comments: You did not discuss the findings. Instead you commented or just repeated the findings. What does a 5% gain in student scores mean? Do you think they are important? Could you or would you tell a school board that the program was successful? Was it worth the money? Were there any other effects that were not reported that you should have considered? Do you think a school leader or superintendent would retain the position of they spent money and returned this level of accomplishments? Why or why not? (see Track Changes and Comments in the paper for clarification).

Comments:

I think you should make some of these changes and let me read it again. There are so many things you need to do perhaps, you want to do just the APA throughout and then let me read it for that, then do the other things. Whatever, you need me to do let me know.

Decision

Accept as is no edits necessary (I feel that this is an excellent work, and I believe my review shows exactly what I know about the content taught in this course. Any failures in the work are due to my lack of attention to detail and are indicative of my weaknesses in the area and not my classmate).

Accept with Revisions Only (I feel that this is solid work, and I believe my review shows exactly what I know about the content taught in this course and through my suggested revisions, I am confident my classmate will earn a better grade than without my help).

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Reject (I cannot judge this work. I believe my review lacks depth because I have not assimilated the content. I have no idea how to help my classmate improve the work).



Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

RECEIVED

MAR 02 2012

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• Submit original form and attach a course syllabus. •

GRADUATE STUDIES

Form Instructions

1. Request submitted by (*Department or Program Name*): Dept. of Educational Administration and Human Resource Development
2. Course prefix, number and complete title of course: EHRD 643, Adult Education, Globalization and Social Justice
3. Catalog course description (not to exceed 50 words): Impact of globalization on individuals and groups across nations; issues of access and opportunity; societal versus individual change and the meaning of international development.

4. Prerequisite(s): Graduate Classification

Cross-listed with: _____ Stacked with: _____

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 programs(s) (*e.g., B.A. in history*)

 - b. an elective for students enrolled in the following degree program(s) (*e.g., M.S., Ph.D. in geography*)

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

Prefix			Course #			Title (excluding punctuation)												Lect.			Lab			SCH			CIP and Fund Code						Admin. Unit				Acad. Year			FICE Code																					
E	H	R	D	6	4	3	A	D	U	L	T		E	D		G	L	O	B	A	L		S	O	C		J	U	S	T	0	3	0	0	0	3	1	3	0	4	0	3	0	0	0	4	0	8	7	6	1	2	-	1	3	0	0	3	6	3	2
E	H	R	D	6	4	3	A	D	U	L	T		E	D		G	L	O	B	A	L		S	O	C		J	U	S	T	0	3	0	0	0	3	1	3	0	4	0	3	0	0	0	4	0	8	7	6	1	2	-	1	3	0	0	3	6	3	2

Approval recommended by: _____ Level 6

Frederick M. Nafukho *Frederick M. Nafukho* 1/24/2012 George B. Cunningham *[Signature]* 02/28/12
 Department Head or Program Chair (*Type Name & Sign*) Date Chair, College Review Committee Date

Department Head or Program Chair (*Type Name & Sign*) Date Dean of College *[Signature]* 02/28/12
 (if cross-listed course) Date

Submitted to Coordinating Board by: _____ *[Signature]* 4/25/12
 Chair, GC or UCC Date

Associate Director, Curricular Services _____ Date _____ Effective Date

EHRD 643 – Adult Education, Globalization, and Social Justice
Department of Educational Administration and Human Resource Development
Human Resource Development Program
Texas A&M University
College Station

Summer, 2012

Instructor: Dr. Mary V. Alfred, Professor
Office: 804D Harrington Tower
Phone: 979-845-2788
E-mail: malfred@tamu.edu
Office Hours: By appointment

Class Meeting: Fridays, 9-4 pm Dates: TBA

Prerequisites: Graduate Status

Textbooks and Other Readings

Merriam, S. B., Courtenay, B. C., & Cervero, R.M. (Eds.). (2006). *Global issues and adult education: Perspectives from Latin America, Southern Africa, and the United States*. San Francisco: Jossey-Bass.

Additional readings will be placed on the course site on WebCT.

Course Description

This course takes a comparative view of the impact of globalization on individuals and groups across nations. History, goals, governmental and nongovernmental organizations and delivery systems worldwide are considered in the context of the global economy. Issues of access and opportunity, societal versus individual change, and the meaning of international development are explored. Adult education in various regions and countries is compared, particularly as it responds to impact of globalization and the Fifth International Adult Education Conference agenda for adult and lifelong learning.

Course Goals

1. To explore the history of the philosophical and theoretical foundations of international and comparative adult education.
2. To examine the contemporary issues that drive or influence the practice of adult and continuing education globally (health disparities, illiteracy, poverty, gender inequities, globalization, demographic diversity, technology, etc).
3. Do a comparative analysis of the current practice of adult education in selected regions. In this section, we will highlight the regions' responses to CONFINTEA V and VI, calling for "education for all." Basically, we will examine policies and pedagogies of adult and continuing education in selected partner regions. These include Sub-Saharan Africa, the Arab States, Asia and the Pacific region, Europe and North America, and Latin America and the Caribbean. Using case examples, we will focus

on the following:

- Curricular and pedagogical issues
- Relevancy to local issues and concerns
- Resources for adult education practice
- Challenges with implementation
- Equity and access among marginalized populations

4. Identify continuing challenges and adult education's response to these challenges. We will summarize the challenges that continue to trouble the regions as they attempt to provide education for all adult citizens. We will also address the role of university adult education in the preparing graduates for global citizenship and ambassadors for social change in international contexts.

Specific Course Objectives

- To develop an international and cross-cultural perspective on adult education
- To develop knowledge and understanding of adult education and global cultural diversity
- To understand the impact of globalization on the internationalization of adult education
- To understand the differences and similarities between international and comparative education
- To acquire knowledge and develop understanding of adult education for the development of nations
- To understand how neoliberalism shapes the curricula of adult education in various regions
- To develop sensitivity to the needs of marginalized, indigenous communities

Class Structure

This course will be run using the seminar format and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual and group presentations, online discussions, scholarly writings, and small group activities. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend each class session and come prepared to share and learn with the class. Your active participation and critical reflection on readings and other class materials make up the very centerpiece of this class.

Attendance Policy

Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: <http://student-rules.tamu.edu/rule07>.

Americans with Disabilities Act

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 the Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information, visit <http://disability.tamu.edu>

Faculty Senate Statement on Plagiarism

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." The handouts used in this course are copyrighted.

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 the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the 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 worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found online at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

Academic Integrity

“An aggie does not lie, cheat or steal or tolerate those who do.” For more information, students should refer to the Honor Council Rules and Procedures on the web at <http://www.tamu.edu/aggiehonor>.

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

General Expectations

Participants are expected to read all assigned materials and come to class prepared for dialog and discussion. Active participation in class activities is imperative, and there are multiple ways for you to participate. In addition to participating in class discussions, other forms of acceptable participation include: suggesting outside readings, films or television programs relating to course topics; and attending relevant activities outside of class and reporting on them in class.

Participants will be expected to attend all class sessions whenever possible. Please let me know in advance (if possible) if you will be missing a class. One missed class represent one-fifth of the class. If an emergency occurs that require you to miss a class, please contact me directly and we will make arrangements for you to fulfill that part of the course that you missed.

Establishing a Safe Classroom Environment

Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. I also hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Communicating Across Differences: Establishing a Safe, Respectful Classroom Environment:

The best form of learning takes place in an environment where everyone feels safe and respected in the classroom. To this end, we will seek to foster an environment which allows us to communicate across differences. As such,

- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share "air time."
- If you are offended, say so, and say why.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don't personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- Speak for yourself, not others.
- One person speaks at a time.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from *The Guide for training study circle facilitators* (1998) by the Study Circle Resource Center, © Topfield Foundation.

Course Activities and Due Dates

Course Activity	Percent of Final Grade	Due Date
1. Web CT facilitation and participation	10	Each week
2. Facilitation of one class meeting	20	Various
3. Manuscript review papers (2)	30	9/29 & 10/27
4. Comparative analysis of adult education in two regions and how they are addressing one or more of the goals of CONFINTEA V. (group activity)	40	11/22

Assignment 1: Online participation and facilitation

You will participate in weekly on-line discussions of the readings assigned for that class meeting. During online discussions, you will be required to respond to questions posted by classmates or by the instructor, as well as review and comment on the responses of others through the conference board. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature and extend your knowledge through interaction with your group. Each student will take turn serving as facilitator and post discussion questions on the web.

Facilitator: As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings. As class members respond to your questions, the facilitator extends the discussion by posing new questions on issues that arise out of the discussion. Additionally, the facilitator may refer back to the readings to initiate discussion on another aspect of the topic. Facilitators are responsible for keeping an active and involved discussion going throughout the specified online discussion dates.

Assignment 2: Class facilitation

You and your learning partner/s will be responsible for facilitating one class session, about 45-60 minutes. I have assigned class readings for each module, and these coincide with each week of the semester. However, I expect you to go beyond the assigned articles and do more reading and research on the particular topics on which you will make your presentation. It is expected that these facilitated class sessions will **not** consist solely of a presentation. I also expect good activities and discussions that will engage the other class members. It is recognized that planned exercises and activities, PowerPoint presentations, and discussion may help to facilitate active learning on the part of all participants. Participants should exercise creative talents in engaging their peers in these sessions. Feel free to entertain an alternative mean of engaging the subject; for example a video presentation and discussion, bringing in an outside presenter, or other activities that are appropriate. ***Your peers and I will evaluate your presentation.***

Assignment 3: Manuscript Review

You will prepare a critical review of a manuscript on a related topic dealing with international adult education, globalization, or comparative adult education. This is a chance to apply knowledge of theory and methods to a comparative education study of specific interest to you. Work smart and use manuscripts that you can use in assignment 4. You will first summarize the article, then you will do a critical analysis of some of the author's

view points, highlighting the strengths and weaknesses in his thesis or argument. You will use references to support or refute his position. This is an academic paper. so use APA 6th edition for style; NO EXCEPTION.

Assignment 4: Comparative analysis of adult education in two regions

Do a comparative analysis of adult education in two regions and how they are addressing one or more of the goals of CONFINTEA V.

In this formal academic paper, you will explore one or more of the themes advanced at the Hamburg International Adult Education Conference and do a comparative analysis of two countries responses/approaches to the implementation of that agenda item. See the following website for CONFINTEA V agenda for the future: <http://www.unesco.org/education/uie/confintea/agendeng.htm>

The paper should be between 15-20 pages, using APA 6th edition for style. Your paper might include some of the following points of view:

- The impact of globalization on the nation states
- The relationships, preferences, and ideologies informing the topic(s) you selected
- The political landscape of the region
- Assumptions and practices regarding modernization and human capital theories, especially as they relate to international adult learning and development
- Adult education provisions and participation
- How culture impacts assumptions and engagements with learning among various adult groups
- The assumed or stated adult education policy and funding mechanisms
- The role of the state, the market sector, and civil society (NGOs, professional organizations, etc)
- The theoretical lens that you applied, e.g., Liberal (modernization and human capital theory), Radical (social reproduction/resistance theory), Interpretivist (constructivist theory – describing cultural situations in terms of the actors' own categories and points of view; that is, how people understand their own social worlds)
- Epistemological perspectives
- Critique of philosophical assumptions and practices employing feminism, post-modern or post-colonial perspectives, etc.

General Requirements Related to Assignments

- Active participation in class is dependent upon your physical presence. It is important for you to be present and to be on time for all scheduled classes. Please complete the assigned readings and come prepared to discuss the key issues. I welcome your suggestions for outside presenters with knowledge of the topic areas.
- In the world of academia, the ability to write well is probably the single most important skill a person can possess. I, therefore, believe that an important task people do in graduate school is hone their academic writing. I will expect high quality in your written assignments, and in order to help you achieve this goal, I am available to help you with your writing. Please feel free to ask me for clarification or assistance. I am happy to review and discuss drafts of your papers, provided you give me enough advance notice. You can also support each other in class by reading and providing feedback on written papers. Assignments that are turned in on the due dates are assumed to be in final form, and no rewrites will be accepted after the due date.

- As a graduate student, your writing is a representation of your academic qualities; please take it very seriously.
-

WRITTEN ASSIGNMENTS

1. The format of the paper should follow these guidelines:
 - a. Please use APA (6th ed.) guidelines to format all course papers. There are several websites that will have information on APA basic guidelines. If you do a search for APA, some of these will come up. Make sure you use the ones that reference the 6th edition.
 - b. Include a title page (see publication manual of the American Psychological Association, 6th Edition)
 - c. Begin with an introductory section stating the topic you will discuss and indicating any aspect of the concept or issue, which will remain, unanalyzed because of space limitations.
 - d. All written material should be double spaced and formatted in 12 point Times New Roman font, with 1 inch margins.
 - e. Use theories, models, or concepts from the literature to support your analysis. You must give credit to others for their work by providing accurate citations (If you use an author's work and do not provide the source of your information, that constitutes plagiarism.)
 - f. Use secondary headings to outline the paper. Do not turn in a lengthy paper with no subheadings.
 - g. End with a summary or conclusion
 - h. Include a list of references used in support of your discussion and analysis. Format the list using APA style. Only references used in the document should appear in the reference list (not all the sources you read)
 - i. Remember to number the pages

I found the following site to be a good reference for APA format
<http://www.wisc.edu/writetest/Handbook/DocAPACitations.html>

Grading:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

COURSE SCHEDULE

Module	Session	Topics	Assignment
1	1	<p>Introduction to Course Setting Expectations Overview of course requirements</p> <p>Overview of Globalization</p>	<p>Explanation: Course requirements; peer facilitation; online facilitation; writing assignments Set schedule for online facilitation; peer/group facilitation; Readings: Find some articles on the Internet that address globalization and come prepared to discuss the concept and its impact on different segment of society and adult education in particular. An example of such an article can be found at http://www.infed.org/biblio/globalization_and_education.htm</p> <p>Here is a book review that highlights a broad array of issues influenced by globalization or that influences systems and activities globally. You will see some of these chapters in your later readings. http://edrev.asu.edu/reviews/rev59.htm</p>
2.	2	<p><i>Online discussion this week</i></p> <p><i>Globalization, Education, Neoliberalism, and the Market Economy</i></p>	<p>Readings: Stromquist, N. & Monkman, K. (2000). Defining globalization and assessing its implications on knowledge and education. In N. P. Stromquist & K. Monkman (Ed.), <i>Globalization and education</i>, pp, 3-26.</p> <p>George, S. (1999). A short history of neoliberalism: Twenty years of elite economics and emerging opportunities for structural change. <i>Conference on Economic Sovereignty in a Globalizing World</i>. Bangkok, March 24-26. Available at http://www.globalpolicy.org/globaliz/econ/histneol.htm</p>
3	3	<p><i>Globalization, Education, Neoliberalism, and the Market Economy (cont'd)</i></p>	<p>Moyo, M. (2005). <i>Global citizens: Social movements and the challenge of globalization</i>. Chap. 1: Challenging globalization, pp. 13-33, Chap. 2: Democratization and marketization: The state, the market. and civil society, pp. 34-53</p> <p>George, S. (n.d.). A short history of neoliberalism: http://www3.sympatico.ca/pkaslik/georgeengl.htm</p> <p>Nuscheler, F. (2002). Globalization: Is the South losing touch? <i>Adult Education & Development</i>, 58, 117-132. Available at</p>

4	4	<p>(No online discussion this week)</p> <p>Globalization and Adult Education</p>	<p>http://www.iizdvv.de/index.php?article_id=420&clang=1</p> <p>Readings</p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education.</i></p> <p>Chap 1: Adult education and social transformation</p> <p>Chap 2. Adult education and the empowerment of the individual in global society</p> <p>Chap 4: Globalization and the future of critical adult education</p> <p>Chap 5: In the belly of the beast: Globalization and adult education in the United States</p> <p>Jarvis, P. (2002). Globalization, citizenship, and the education of adults in contemporary European society. <i>Compare</i>, 32(1), 5-19. Available at 01_Jarvis.pdf</p> <p>Korsgaard, O. (1997). The impact of globalization on adult education. In S. Walters (Ed.), <i>Globalization and adult education</i>, pp. 15-26.</p>
5	5	<p>Overview of International and Comparative Adult Education</p>	<p>Readings:</p> <p>Charters, A & Hilton, R. (1989). <i>Landmarks of international education: A comparative analysis</i> (Chaps 1&2)</p> <p>Arnové, R. F. (2001). Comparative & international education society facing the 21st century: Challenges and contributions. <i>Comparative Education Review</i>, 45(4), 477-503. Available at http://www.journals.uchicago.edu/doi/pdf/10.1086/447689</p> <p>Hatton, M. J., & Schroeder, K. (2007). International adult education partnerships: Much more than a one-way street. <i>Adult Education and Development</i>, 69. Available at http://www.iizdvv.de/index.php?article_id=290&clang=1</p> <p>Marginson, S., & Molles, M. (2001). "The door opens and the tiger leaps": Theories and reflexivities of comparative education for a global millennium. <i>Comparative Education Review</i>, (45)4, 581-615. Available at http://www.journals.uchicago.edu/doi/pdf/10.1086/447693</p>

6	6	<p><i>(Online discussion this week)</i></p> <p><i>Adult Education and the Hamburg Declaration: The Agenda for the Future (1997).</i></p> <p>Global commitment to adult education and lifelong learning</p>	<p><i>Readings</i></p> <p>Review the following documents found in the International Education Conference (CONFINTEA) website at http://www.unesco.org/education/uie/confintea/</p> <ul style="list-style-type: none"> - Hamburg Declaration on Adult Learning an Agenda for the Future -CONFINTEA Final Report -The follow-up report to the Hamburg Conference <p>Another site for CONFINTEA V and an expanded elaboration of the themes http://www.unesco.org/bpi/eng/confintea/</p>
7	7	<p><i>Adult Education and the Hamburg Declaration: The Agenda for the Future (1997) (cont'd)</i></p> <p>Progress five years after CONFINTEA</p> <p>Progress of the five world regions</p>	<p>Read the CONFINTEA 2003 review on progress made (5 years later) in addressing the goals identified at the 1997 conference http://unesdoc.unesco.org/images/0014/001493/149312e.pdf</p> <p>An example of progress from one of the world's region: Latin America and the Caribbean http://lasa.international.pitt.edu/Lasa2001/SchugurenskyDaniel.pdf</p> <p>Similar reports can be found of the other four regions: Africa, Arab States, Asia Pacific, Europe & North America</p> <p>Alfred, M. & Nafukho, F. (Submitted to the Handbook of Adult Education). International and Comparative Examination of Adult and Continuing Education</p>
8	8	<p><i>(No online discussion this week)</i></p> <p><i>Marginalized Populations in a Global Economy</i></p> <p>Gender and poverty</p> <p>Power and privilege</p> <p>Gender and armed conflict</p> <p>The role of adult education in contesting and addressing</p>	<p><i>Readings:</i></p> <p>Moyo, M. (2005). <i>Global citizens: Social movements and the challenge of globalization.</i> Chapter 7: Globalization and gender: New threats, new Strategies</p> <p>LeVine, R. (2007). The global spread of women's schooling: Effects on learning, literacy, health, and children. In M. Suarez-Orozco (Ed.), <i>Learning in the global era</i>, pp. 121-135.</p> <p>Martin, T. M. (1997). Women, poverty, and adult education in Chile. In S. Walters (Ed.), <i>Globalization</i>,</p>

		issues of marginalization	<p><i>adult education & training, pp. 39-46.</i></p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education</i></p> <p>Chap 8: Is adult education an agent for change or instrument of the status quo?</p> <p>Chap 9: Race, politics and economic self-sufficiency in a culture of welfare reform</p> <p>Chap 10: Women facing internal armed conflict</p> <p>Chap 13: Mainstreaming marginalized populations through adult education programs</p> <p>Assignment: Find other articles on the internet on marginalized populations and human rights in a country within one of the five world regions. Summarize and critique one of these articles to share with the class.</p>
9	9	<p><i>Globalization, the Environment, and Sustainable Health</i></p> <p>HIV/AIDS and the role of adult education</p> <p>Gender and HIV/AIDS</p> <p>NGOs and responses to health disparities</p> <p>Adult education and domestic violence</p> <p>Adult literacy and health disparities</p> <p>Environmentalism as a social movement</p>	<p><i>Readings</i></p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education.</i></p> <p>Chap17. The role of the church in combating HIV/AIDS</p> <p>Chap 18: Western and indigenous African knowledge and HIV/AIDS in Botswana</p> <p>Chap 19: Aligning health promotion and adult education</p> <p>Chap 20: “He hits me and my world shatters:”</p> <p>Chap 22: Environmental adult education</p> <p>Assignment: Find other articles on the internet on health and human rights in one of the five world regions. Summarize and critique one of these articles to share with the class</p>
10	10	<p><i>Community Empowerment and Social Change</i></p> <p>Women`s support systems</p> <p>Adult literacy education</p> <p>Community activism and health promotion</p> <p>Nonformal education and indigenous knowledges</p>	<p><i>Readings</i></p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education</i></p> <p>Chap. 24: Adult education and social capital</p> <p>Chap 25: Transformative learning: A community empowerment conduit for African American women</p> <p>Chap 26: Adult education for community empowerment</p> <p>Chap 28: Adult literacy education and empowerment in Africa</p>

			<p>Chap 29: Literacy as human rights</p> <p>Maruatona, T. (2002). Participatory approaches to the planning of literacy education in Botswana. In J. Pettit (Ed.). <i>The 43rd Annual Adult Education Research Conference Proceedings</i> (pp. 262-272). Raleigh, NC. Available at http://www.edst.educ.ubc.ca/aerc/2002/papers/Maruaton.pdf</p> <p>Assignment: Find other articles on the internet on literacy, empowerment, and human rights in one of the five world regions. Summarize and critique one of these articles to share with the class</p>
11	11	<p><i>(No online discussion this week)</i></p> <p><i>Lifelong Learning, Globalization, and Educational Systems</i></p> <p>Popular education and lifelong learning</p> <p>Workplace education</p> <p>The internationalization of education</p> <p>Low-income adult learners in higher education</p>	<p>Readings:</p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education</i></p> <p>Chap 32: Low-income adult learners in higher education</p> <p>Chap 33: Research in popular and adult education in Latin America</p> <p>Chap 34: Ways of organizing knowledge for teaching youth and adult</p> <p>Chap 36: Popular education and lifelong learning</p> <p>Chap 38: Role of earning committed leaders in lifelong learning</p>
12	12	<p><i>Future of Adult Education in addressing Globalization and Lifelong Learning</i></p>	<p>Hugonnier, B. (2007). Globalization and Education: Can the world meet the challenge of globalization. In M. Suarez-Orozco (Ed.), <i>Learning in the global era</i>, pp. 137-157.</p> <p>Moyo, M. (2005). <i>Global citizens: Social movements and the challenge of globalization.</i></p> <p>Chap 8: Rights to public services: The global campaign for education</p> <p>Merriam, Courtney, & Cervero (2006). <i>Global issues in adult education</i></p> <p>Chap 39: The role of adult education in addressing global issues</p>
13	13		<p>Class Presentations</p>

14	14		Class presentations Course evaluation
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Additional Resources

Suggested Readings

- Arnov, R. F. (2002). Comparative & international education society facing the 21st century: Challenges and contributions. *Comparative Education Review*, 45(477-503).
- Avoseh, M. B. (2002). Investigating the world of adult education in Africa. In J. Pettit (Ed.). *The 33rd Annual Adult Education Research Conference Proceedings* (pp. 7-12). Raleigh, NC.
- Doung, L. B. & Morgan, W. J. (2001). The contribution of vocational education and training to the integration of refugee returnees in Vietnam. *Compare* 31(1), 93-111.
- Malholtra, A., & Maher, M. (1997). Do schooling and work empower women in developing countries: Gender and domestic decisions in Sri Lanka? *Sociological Forum*, 12(4), 599-631.
- Haddad, S. (1997). *Adult education: The legislative and policy environment*. Boston: Kluwer Academic Publishers.
- Medel-Avonuevo, C., Ohsako, T., & Mauch, W. (2001). *Revisiting lifelong learning for the 21st century*. Hamburg: UNESCO.
- Moyo, M. (2005). *Global citizens: Social movements and the challenge of globalization*. Toronto: Canadian Scholars' Press.
- Plumb, D., Allen, J., & Porter, C. (2003). *Learning about HIV/AIDS in the Mishwork: The nature and value of indigenous learning processes in community-based HIV/AIDS organizations*. Halifax: Mount St. Vincent University.
- Sillman, J. (1999). Expanding civil society, shrinking political spaces: The case of women's nongovernmental organizations. In J. Sillman & Y. King (Eds.) *Dangerous intersection: Feminist perspectives on population, environment, development* (pp. 133-162). Cambridge, MA: South End Press.
- Stomquist, N. (2002). *Education in a globalized world: The connectivity of economic power, technology, and knowledge*. NY: ZED.
- Suarez-Orozco, M. (2007). *Learning in a global era: International perspectives on globalization and education*. Berkeley: University of California Press.
- Tandon, R. (2000). Civil society, adult learning, and action in India. *Convergence*, 33(1/2), 120-137.
- Tobias, R. (2000). The boundaries of adult education for active citizenship: Institutional and community contexts. *International Journal of Lifelong Education*, 19(5), 418-429.
- UNDP. (2000). *Towards an AIDS-free generation: Botswana human development report*. Gabarone: UNDP
- Walters, S. (Ed.) (1997). *Globalization, adult education, and training: Impacts and issues*. NY: ZED.

Journals

Adult Education and Development

Canadian Journal of Higher Education

Canadian and International Education. Education canadienne et internationale.

Compare

Comparative Education

Comparative Education Review
Comparative Studies in Society and History
Gender and Education
International Journal of Educational Development
International Review of Education
International Journal of Lifelong Education
Journal of Education Policy
Oxford Studies in Comparative Education
Convergence
Prospects: Quarterly Review of Education
Higher Education
Higher Education Policy
European Journal of Education
Journal of Education Policy
Current Issues in Comparative Education, on-line: <www.tc.columbia.edu/cice/>

Websites

International Council on Adult Education (ICAE)
 [website addresses below can all be found at the World Council of Comparative Education Societies (WCCES) website, hosted by the Comparative Education Research Centre (CERC), Faculty of Education of the University of Hong Kong. <http://www.hku.hk/cerc/>]

National (by Country) Education websites,
 see <http://www.hku.hk/cerc/Links/links.htm>

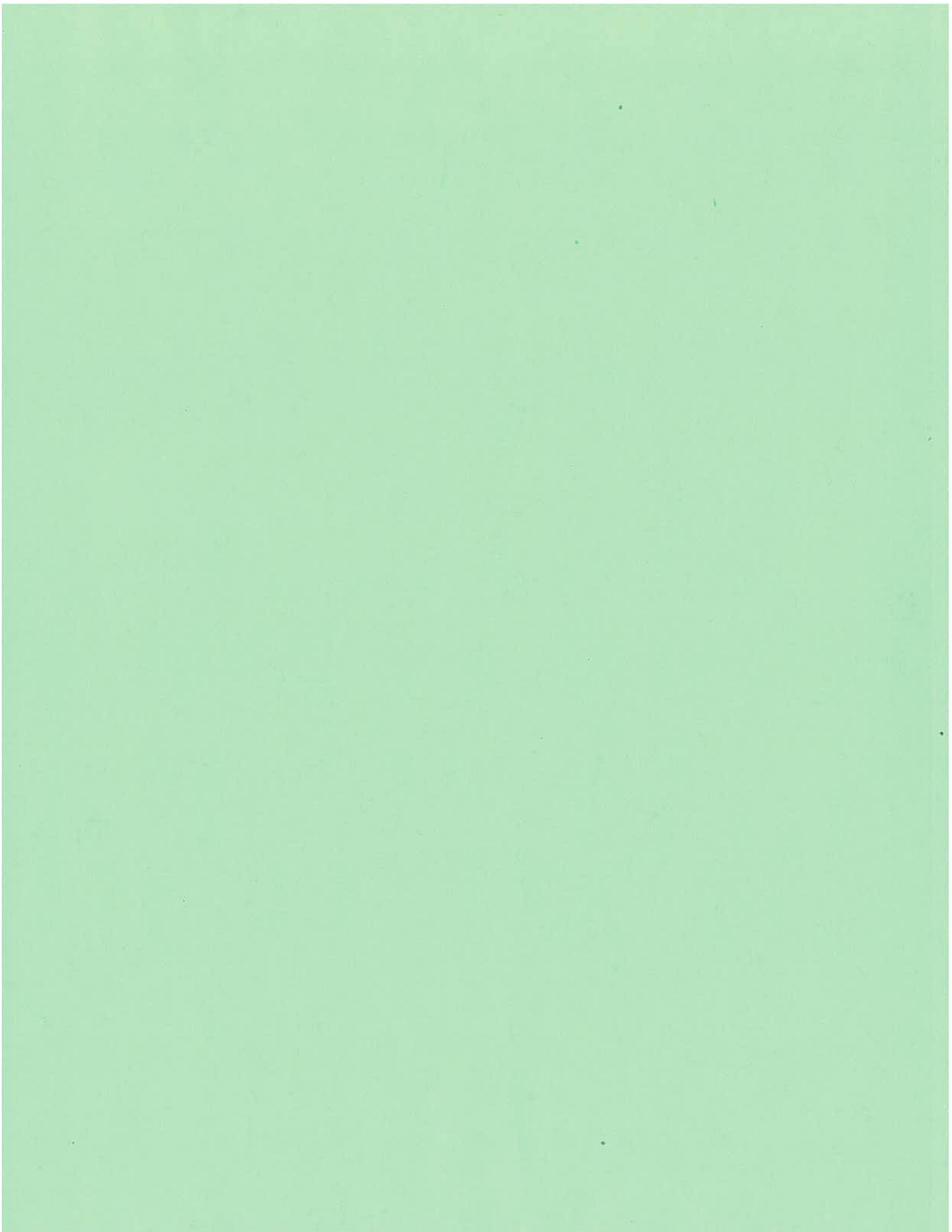
Comparative Education Societies

- Association Francophone d'Éducation Comparée (AFEC)
- Australia and New Zealand Comparative and International Education Society (ANZCIES)
- British Association for International & Comparative Education (BAICE)
- China Comparative Education Society (CCES)
- Comparative Education Society in Europe (CESE)
- Comparative and International Education Society (CIES)
- Comparative and International Education Society of Canada (CIESC)
- Korean Comparative Education Society (KCES)
- Southern African Comparative and History of Education Society (SACHES)

Comparative & International Education Research Centres

- Boston College Center for International Higher Education
- The Centre for Comparative Studies in Education
- Centre for Research and International Collaboration, Hong Kong Institute of Education
- Center for Slavic, Eurasian and East European Studies at University of North Carolina
- Comparative Education Policy Research Unit, City University of Hong Kong
- Centre for the Study of Education in an International Context. University of Bath. UK
- The European Association For International Education (EAIE)

- FIU International Institute of Educational Development
- Flinders University Institute of International Education
- Institute of International Education
- The International and Comparative Education Research Group
- Monash Center for Research in International Education
- Netherlands Organization for International Cooperation in Higher Education
- New York University Program in International Education
- OECD Center for Educational Research and Innovation
- Pitt Institute for International Studies in Education
- University of Canberra Centre for Research in International Education
- University of Southern California Centre for Global Education



RECEIVED

MAR 26 2012

GRADUATE STUDIES

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

- 1. Request submitted by (Department or Program Name): Maritime Administration
2. Course prefix, number and complete title of course: MARA 685 Directed Studies
3. Catalog course description (not to exceed 50 words): Directed Studies. Credit 1-6. Selected topics in an identified area of Maritime Administration and Logistics not covered in another courses in the curriculum.

4. Prerequisite(s): Approval of Instructor
Cross-listed with: Stacked with:

Cross-listed courses require the signature of both department heads.

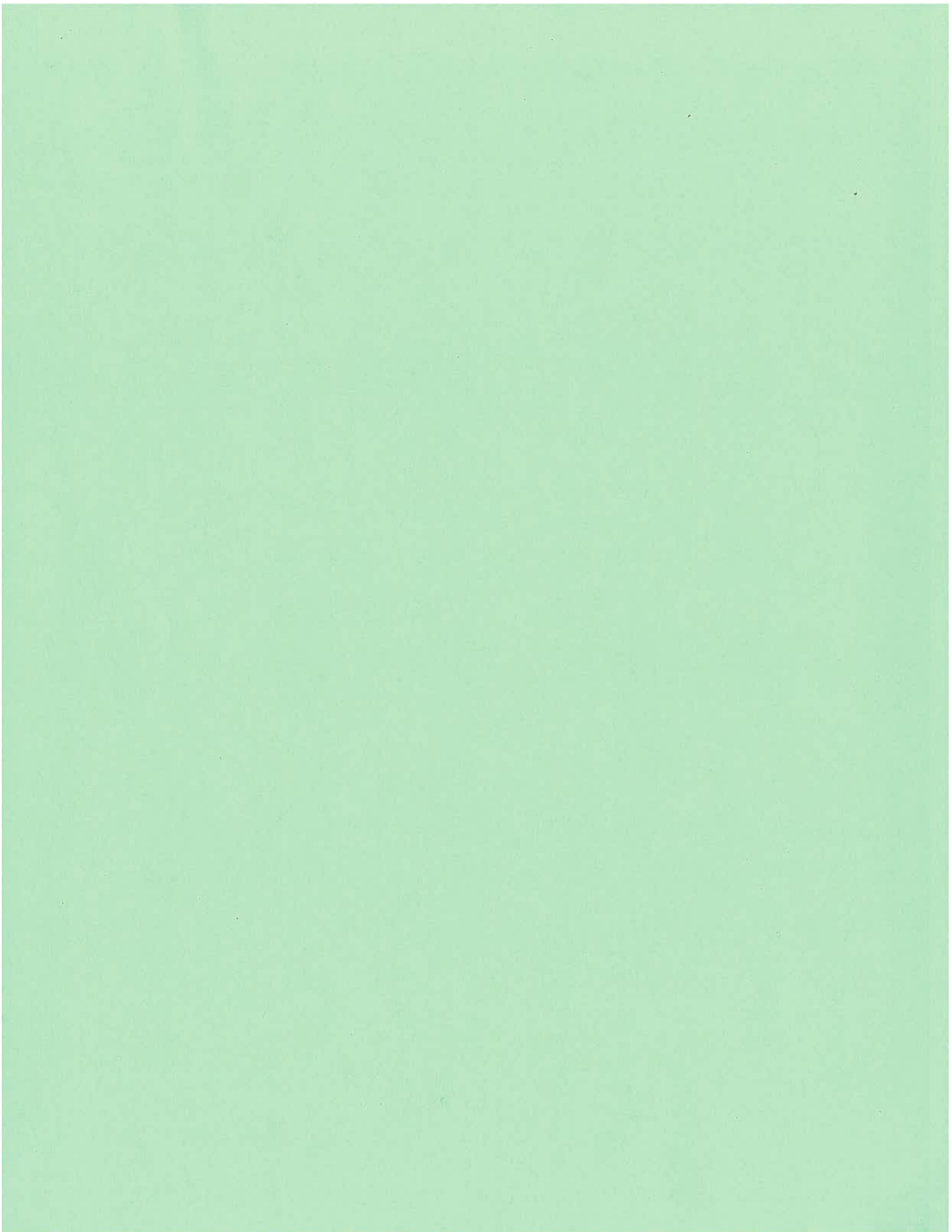
- 5. Is this a variable credit course? [X] Yes [] No If yes, from 1 to 6
6. Is this a repeatable course? [X] Yes [] No If yes, this course may be taken 4 times.
Will this course be repeated within the same semester? [X] Yes [] No

- 7. This course will be:
a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
Master of Maritime Administration and Logistics

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

Table with columns: Prefix, Course #, Title (excluding punctuation), Lect., Lab, SCH, CIP and Fund Code, Admin. Unit, Acad. Year, FICE Code. Handwritten entries: MARA 685 DIRECTED STUDIES, 0600065, 20, 2011116, 181412-13, 010298.

Approval recommended by:
Joan P Milecki (Signature) Date
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)
Dean of College Date
Submitted to Coordinating Board by:
Chair, GC or UCC Date
Associate Director, Curricular Services Date
Effective Date 4/25/12



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

Form Instructions

1. Request submitted by (*Department or Program Name*): Educational Psychology
2. Course prefix, number and complete title of course: SPED 601 - Assessment in School Settings
3. Catalog course description (not to exceed 50 words): Formal and informal assessment; state assessment and alternatives; techniques used with students with disabilities; using data to make educational decisions.

4. Prerequisite(s): Graduate classification; approval of department head; approval of instructor.

Cross-listed with: _____ Stacked with: _____

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 programs(s) (*e.g., B.A. in history*)
MED and MS in Special Education
- b. an elective for students enrolled in the following degree program(s) (*e.g., M.S., Ph.D. in geography*)
Ph.D. in Educational Psychology, Ph.D. in School Psychology

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

Prefix			Course #			Title (excluding punctuation)																								
S	P	E	D	6	0	1	A	S	S	E	S	S	I	N	S	C	H	O	O	L	S	E	T	T	I	N	G			
Lect.		Lab		SCH		CIP and Fund Code								Admin. Unit			Acad. Year				FICE Code									
0	3	0	0	0	3	1	3	1	0	0	1	0	0	0	4	0	9	2	1	1	3	-	1	4	0	0	3	6	3	2

Approval recommended by: _____ Level **6**

<p>Victor Willson, Ph.D. <u>Victor Willson Feb 24/12</u> Department Head or Program Chair (<i>Type Name & Sign</i>) Date</p> <p>Victor Willson, Ph.D. <u>Victor Willson Feb 24/12</u> Department Head or Program Chair (<i>Type Name & Sign</i>) Date (if cross-listed course)</p>	<p>George Cunningham, Ph.D. <u>George Cunningham 03/23/12</u> Chair, College Review Committee Date</p> <p>George Cunningham, Ph.D. <u>George Cunningham 03/23/12</u> Dean of College Date</p> <p>Mark Zoran, Ph.D. <u>Mark Zoran 4/25/12</u> Chair, GC or SCC Date</p>
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Submitted to Coordinating Board by: _____ Date _____

Associate Director, Curricular Services _____ Effective Date _____

Syllabus for SPED 601: Assessment in School Settings

Summer 2012

Instructor: Constance J. Fournier, Ph.D., Clinical Professor, Department of Educational Psychology

Office: 701F Harrington

Hours: By appointment

Telephone: 979 458-1864

Email: cfournier@tamu.edu

Curriculum vitae: on elearning.tamu.edu and on howdy

Catalog Description: Assessment in school settings; includes formal and informal assessment; State assessment and alternatives; techniques used with students with disabilities: using data to make educational decisions.

Textbook: Salvia, J., Ysseldyke, J.E., & Bolt, S. (2010). *Assessment in Special and Inclusive Education*, 11th Edition. Belmont, CA: Wadsworth. ISBN 9780547134376

Suggested Textbook: McLoughlin, J.A., & Lewis, R.B. (2008). *Assessing students with Special Needs 7th Edition*. Upper Saddle River, NJ: Pearson. ISBN 9780131961913

Prerequisite(s): graduate classification; approval of department head; approval of instructor

Goals/learning outcomes/objectives: The learner will have the knowledge and skills to be able to ethically and legally assess students including those students with disabilities, and make data based decisions for students and schools. This includes being critical consumers of assessment data, using data for decision making, creating valid and reliable assessment tools, and critically assessing standardized assessment tools.

Meeting times: This is an on line course. Most of the course is asynchronous. The synchronous meeting times will be 1 to 2:30 on the days listed on the syllabus through Centra.

Requirements:

Curriculum Based Assessments (1 required) 25%

Classroom Intervention Review Project (includes presentation) 25%

Mini quizzes 20%

***Class Participation via synchronous participation and postings (must be on time)** 20%

A = 90-100; B = 80-89; C = 70-79; D = 60- 69 ; F = any score below 60 *other 10%*

Note: Green denotes an activity you need to do before reviewing the material.

*Note: Red denotes a project, assessment (like Mini Quiz), response, or posting that is part of your grade. Must be on time and correct for full credit 2 points for each posting and professional response.

Module 1: Overview of course and basic stats

Module 1	Date	Topics	Mode	Student expectations
Part 1: overview of course; Basic Stats	29	Review course requirements and expectations; begin with Basic Stats Part I	Asynchronous	Review information; formulate questions as needed; respond to requirements Complete Mini Quiz 1 due May 31 (not graded—this is for your benefit) Complete student introduction discussion question by 4 p.m. CDT 6/1
Part 2: Continue Basic Stats	May 30	Continue with Basic Stats Part II	Asynchronous	Review information
Part 3: Overview of assessment	May 31	Review Overview of Assessment	Asynchronous	Review information
Part 4: z scores	June 4	Z scores rule!	Asynchronous I will be available via Centra at	Review information Z score sheet due June 6 at 4 p.m. CDT

Module 2: Traditional and Curriculum Based Assessment tools

Module 3	Date	Topics	Mode	Student expectations
Part 1: Traditional assessment	June 5	Making select and supply format assessment tools	asynchronous	Review information; Take and use as reference the Sample Teacher Made Test Quiz #1 due by 4 p.m. CDT
Part 2: Class Discussion	June 6	Application of select and supply formats	synchronous	Post teacher made test questions on discussion board as discussed in the information by 4 p.m. CDT
Part 3: Curriculum based measures	June 11	Principles of making checklists and hybrids	asynchronous	Review information; Respond to case example and use as reference
Part 4: Class discussion	June 12	Application of checklists and hybrids	Asynchronous Synchronous 1 to 2:30	Post checklist as discussed in the information by 4p.m. CDT
Part 5: Creating CBMS: Checklists & Hybrids	June 13	Principles of making rubrics	asynchronous	Review information; Respond to case example and use as reference
Part6: Creating rubrics	June 14	Application of rubrics	Synchronous 1 to 2:30 CDT	Post rubric or hybrid as discussed in the information by 4 p.m. CDT
Part 5: Creating Useful CBMs	June 15	Creating the useful CBM	Synchronous 1 to 2:30 CDT	Review information;

Module 3: Interpreting tests and other uses of assessment

Module3	Date	Topics	Mode	Student expectations
Part 1: understanding standardized cognitive tests	June 19	Administration and responses with useful recommendations	asynchronous	Review information Use worksheet for WISC IV to follow along with the material Quiz #2 due by 4 p.m. CDT
Part 2: understanding standardized academic tests	June 20	Looking at administration and responses.	asynchronous	Review information; Use worksheet for WJ III to follow along with the material
Part 3: Test interpretation	June 21	Looking at test reports and making useful recommendations	synchronous	Review information; Run off cases to use; have the WICS IV and WJ III worksheets available
Part 4: Test interpretation	June 22	Looking at test reports and making useful recommendations	asynchronous	Review information Post recommended suggestions to Case study CBM project due by 4 p.m. CDT

Module 4: History and ethics in assessment

Module 4	Date	Topics	Mode	Student expectations
Part 1: History	June 25	History of assessment; Ethical Principles; Laws pertaining to assessment	asynchronous	Review information; Post discussion of question in the information by 4 p.m. CDT
Part 2: Ethics	June 26	How does this apply to your setting	synchronous	Review information; formulate questions as needed; respond to questions via Skype; respond to case study

Module 5: Application of skills

Module 2	Date	Topics	Mode	Student expectations
Part 1: Application	June 27-30	Presentation of analysis of classroom interventions	Asynchronous Synchronous	Classroom intervention Project due June 28 by 4 p.m. CDT
Part 2: Evaluation	July 2	Evaluation of course The value added controversy: what is it and how does it work (or not work)	Asynchronous	Review course

Note: Topic dates may be changed as needed to meet the class needs.

General Description of Elements

Note: Specific information and rubrics for scoring are available on elearning.tamu.edu

1. **Your name, date, and title of assignment**
2. **A brief (one paragraph) response to the reflection question for each assignment.**
3. **On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."**
4. **Note: Cover sheets for each assignment are available at elearning.tamu.edu**

A = 90-100; B = 80-89; C = 70-79; D = 60- 69 ; F = any score below 60

** All assignments will be graded with the rubric. It is STRONGLY recommended that you look at the rubric to make sure all the pieces of the assignment are addressing all the elements of the rubric. Rubrics are available on elearning.tamu.edu*

Assessments: The learner will develop and administer a curriculum based measure to assess student performance. Each measure MUST be tied with the appropriate TEKS and/or IEP objectives. The measure is 25% of the grade. Your due dates may vary; however, you MUST tell me of any changes because of your schedule.

Evidence Based Classroom Intervention Review: Learners will do a comprehensive evaluation of one assigned academic or other intervention independently, and will provide a brief six slide power point presentation of an executive summary for the class, which will be part of the grade. The class presentation will be both students together if two are assigned the same test to assess. The written report is completely independently done.

In class Quizzes: Mini quizzes will be given throughout the course. These quizzes will reflect the material covered both on line and in synchronous class meetings. These will be multiple choice and short answer.

In class participation & in class assignments: The learners will participate in class discussions, complete in class assignments, and maintain an interactive reflective communication with the instructor. This involves completing the reflection daily, along with questions, concerns, or relevant comments. The interactive reflective journal will assessed for content.: thoughtful comments, questions (e.g, "I have noticed that since I have been using open-ended questions, even my students give me better information such as when I....". "Could you explain the difference between reliability and validity again? I am a little confused because they seem to be the same."); generic comments indicating presence in class

without reflection (e.g., “I am here”; “Good stuff”; ☺; “Boring”, etc.) are considered to be inappropriate for an interactive journal.

There will be in-class projects that will be assessed for appropriateness of response and demonstration of learning. The in-class project or alternative assignment may be made-up only with official excused absences or at the instructor’s discretion; otherwise these points are taken off the final grade.

Other requirements: All assignments MUST be in at the beginning of class on the due date and time noted in the syllabus. With the exception of University excused absence, late papers result in 2 points off the course grade for every day the assignment is late. “Redo” may be requested by the instructor if any part of an assignment does not meet proficiency standards. All “redos” must be turned **by the next class**. If the requested redo is not completed to meet proficiency standards, the student will receive a “0” for that assignment. The first “redo” in the semester will allow for all points possible; any additional “redo” will result in a 2 point reduction of the course grade. All “redos” are at the discretion of the instructor only.

Peer reviews: Peer review of projects is an integral part of your learning. As such, you are encouraged to complete peer reviews of projects. Peer review of projects before being turned in is strongly encouraged. Peer review of presentations is required and is part of your participation score. Peer review of projects will have checklists to help this process.

Professional Demeanor: Because this is a continuing step in your professional sequence, we fully expect appropriate professional behaviors. This includes, but is not limited to the following: fully prepared for class; full and appropriate participation in classroom activities; professional interaction with colleagues and faculty; professional and ethical demeanor and practice; and delivering materials on-time. Please note that problems with technology are not accepted as excuses if projects and tests are not turned in on-time. If there are significant problems noted, you may receive a support plan and/or counseling. Professional demeanor is essential to continuation in the special education teaching program as it is essential to your success in the field.

Attendance Policy: This is a professional sequence in a summer course. As such, we are expecting professional behaviors throughout the semester. You are expected to be in class every session on time. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor by 30 days from the absence. If you have an unexcused absence, *at the discretion of the instructor* you can complete the in class work by the next class, and receive one grade lower on the assignment. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor by the time indicated. Any late assignments will be 1 point off the final grade PER DAY. Work is late if it is not turned in at the beginning of class on the due date.

See <http://student-rules.tamu.edu/rule07> for university policy.

Americans with Disabilities Act

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>.

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing off as one's own the 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 worst 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 current issue of the Texas A & M University Student Rules, under the section, "Scholastic Dishonesty."

AGGIE 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 please visit: <http://aggiehonor.tamu.edu>. All assignments must have a cover sheet with the following: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work." You will provide your electronic signature acknowledging this statement.

Respect Statement

The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related

to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

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

Form Instructions

1. Request submitted by (*Department or Program Name*): Educational Psychology
2. Course prefix, number and complete title of course: SPED 601 - Assessment in School Settings
3. Catalog course description (not to exceed 50 words): Formal and informal assessment; state assessment and alternatives; techniques used with students with disabilities; using data to make educational decisions.

4. Prerequisite(s): Graduate classification; approval of department head; approval of instructor.

Cross-listed with: _____ Stacked with: _____

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 programs(s) (*e.g., B.A. in history*)
MED and MS in Special Education
- b. an elective for students enrolled in the following degree program(s) (*e.g., M.S., Ph.D. in geography*)
Ph.D. in Educational Psychology, Ph.D. in School Psychology

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

Prefix				Course #				Title (excluding punctuation)																						
S	P	E	D	6	0	1	A	S	S	E	S	S		I	N		S	C	H	O	O	L		S	E	T	T	I	N	G
Lect.		Lab		SCH		CIP and Fund Code										Admin. Unit			Acad. Year			FICE Code								
0	3	0	0	0	3	1	3	1	0	0	1	0	0	0	4	0	9	2	1	1	3	-	1	4	0	0	3	6	3	2
Approval recommended by:																												Level	6	

Victor Willson, Ph.D. Department Head or Program Chair (<i>Type Name & Sign</i>) Date	George Cunningham, Ph.D. Chair, College Review Committee Date
Victor Willson, Ph.D. Department Head or Program Chair (<i>Type Name & Sign</i>) Date (if cross-listed course)	George Cunningham, Ph.D. Dean of College Date
Submitted to Coordinating Board by:	Mark Zoran, Ph.D. Chair, GC or UCC Date

Associate Director, Curricular Services Date Effective Date

You may insert your syllabus (Word document) to this section of the form. Simply delete this paragraph and use the Insert/File option in the menu bar to insert your syllabus. If you cut and paste your syllabus, it is recommended that you first paste it after this statement and then delete this paragraph. Otherwise, it will lock the syllabus as read-only.