

**Major Proposal Change
School of Education**

GED 643 Urban Education in American Society

January 2011

Approved by SOE Faculty 1-19-2011 and revised 2.9.2011

Approved by the Graduate Studies Committee 2.24.2011

Section I. Program Overview

1. The Urban Education in American Society course is proposed as an elective course in the Masters of Arts in Teaching and Learning (**MATL**); and an elective course for the M.A. in Education Educational Leadership (**EDLRS**) program in the School of Education, and a restricted elective in the MAT Program in the diversity area (Added 2.9.2011).
2. This course will not be offered via distance learning. The course will be phased in first by offering it at the Arcadia regional center spring 2012 and then fully implemented at all centers during the 2012-13. (revised 2.9.2011) The course will be marketed to our current students in each of the three programs identified in #1.
3. The attached budget proposal indicates how we will approach the projected number of students in the course:

Adjunct Professor: 7 students (across centers)
Full Time Faculty: 20 students (across centers)
4. The initial date of offering is Spring Quad 2 2012.
5. Currently the internal partners are programs within the School of Education only. There are no external partners and no need for an MOU.

Section II. Program/Course Need and Approval

1. The program need/course development and rationale framed by the institution's mission and strategic goals as an elective is in response to:
 - addressing a direct need for preparing pre-service teacher candidates, clear teacher candidates and tier 1 administrator candidates in our School of Education with best practices to work in urban school settings which is generally the first job placement
 - the results of a Smee Alumni Grant research study conducted with teacher candidates from three of our centers (Mission Valley, Arcadia, Bakersfield) SOE with over 80% of participants indicating their need and interest effective strategies unique to urban school settings. Research indicates that urban schools have often been called "revolving doors" for new teachers and administrators, with one third of teachers leaving the profession within five years and a higher turnover rate for novices in urban districts and directly resulting in a lack of preparation unique for working in the urban setting in teacher preparation programs
 - direct response to District Administrators who have identified teacher candidates who are hired today in their urban schools (both from the study conducted and current observations from personal interviews) with "academic competence" but they lack

understanding of the community; limited training for the setting; lack of ability to manage classrooms effectively; low expectations for students; student and parent apathy and overall a lack of interest to be in the urban setting. They view new teachers as seeing their work as “their job” not a “calling to serve children”. These areas of concern along with many others are identified in the learning outcomes unique to the urban school setting.

- Competitive institutions and programs are also responding to current research, national education legislature and current assessments of student achievement in urban schools address this critical need and addressing it in current urban education courses or developing courses addressing diversity with an urban emphasis.
 - As a Christian institution of Higher Education both locally and nationally in the field of education it would be a “cutting edge course” based on the surveys conducted of other CCCU institutions and education programs.
2. A survey was conducted from the research described above along with recent inquiries of institutions in the broader contexts included the demographics of each of our centers offered courses ***unique to Teacher Education Programs in the urban context***:
- UCSD
 - UCLA (Malcolm X Center of Education)
 - USC (Rossier School of Education)
 - Cal State Systems (LA, Dominguez Hills, Long Beach, San Diego, Stanislaus, Fullerton, Bakersfield)
 - UC Riverside
 - Pepperdine
- (Other local institutions allowed for elective course substitution from Ethnic Studies programs or Sociology at the graduate level which we do not offer or provide)

3. See the attached budget for the course.

Section III. Program Description and Evaluation

Curriculum:

1. See the **Attached Syllabus** (***GED 643 Urban Education in American Society***)
2. The learning outcomes are outlined in the syllabus as Candidate Learning Outcomes.
3. See **attached chart** as it aligns with Program Learning Outcomes and how the Course Learning Outcomes aligns for the curricular map
4. There are no other courses identified. This is solely a standalone elective course proposal request within the SOE graduate program
5. In each Quad there is a syllabi review process in each program in the School of Education to ensure course alignment:
 - Each program has a course syllabus template on TaskStream with a color-coded template of non-negotiable content from the university and program (e.g. mission statement and policies, conceptual framework, logo, candidate learning outcomes) that professors cannot change that has been voted on by the program committee.

- The professor assigned to the course works with the lead professor (usually full time faculty) of that course to develop the syllabus based on those non-negotiable with inclusion of those items (assignment, projects, etc) that are unique for their academic freedom and meets the requirement of standards
 - Two weeks prior to course beginning all syllabi are required to be turned into the Program Director to review and approve to be used and given to the candidate
 - The syllabus is maintained on TaskStream.
6. Since this is not a program proposal, only the elective course syllabus is attached.
 7. No internship process is required.
 8. Special requirements for graduation do not apply.

Schedule/Format:

1. The course expectation for completion of work is within the 8-week Quad.
2. All course policies are outlined in the syllabus and the program handbooks
3. The Faculty and Adjunct Handbook, SOE Policies and Procedures manual as well as program handbooks explain expectations and guidelines for student interaction. The professor is required to provide office hours and contact information on the syllabus and full time faculty are required to post those hours in TaskStream and on the web.
4. The course timeframe is indicated on the syllabus and aligns with the SOE Policies and Procedures manual.
5. This is not a program proposal; however a **Program Plan sheet** is attached indicating the location of the course as an in-depth option elective for the MATL program.

Plan for evaluating education effectiveness:

1. The course will have a Signature Assignment that will assess the candidate's achievement of the learning outcome that will be completed in our TaskStream Assessment. The data will be used for reporting findings for improvement through our institutional assessment internal review process as well as our external accrediting agency.
2. The elective course will be assessed in the review process of the MATL program through the internal review process for the institution and external accrediting agency.

Section IV. Resources:

Faculty

1. The elective course has been designed by a collaborative team of faculty both full-time and adjunct faculty members
2. This is not a program proposal and will not require additional faculty involvement for additional instruction and advising.

3. There is no direct impact on faculty workload other than course preparation. The candidates will already have a program advisor because the course is an elective course within a program.
4. The key credentials and experience of primary faculty teaching the course includes:
 - Preferred MA degree in Cross-Cultural, Intercultural or Urban Studies
 - Doctorate Degree with experience in Intercultural, Global, Urban or Diverse student population Schools
 - Vitae
 - Research preferred in Schools in Urban, Rural, or Global Studies
 - Background experience and knowledge of urban communities and schools

Physical Resources:

1. The physical resources are the classrooms already in place at each Regional Center and videoconference equipment

Financial Resources:

1. See the attached budget – (A-E)

Section V. Teach Out

1. A teach out plan is not needed since it is an elective course within the MATL Program.