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 program(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.

9. Prefix: EDCI

   Course #: 609

   Title (excluding punctuation): ANALYSIS REPORT RECORD OF STUDY

   Lec. Lab SCH CIP and Fund Code
   0 3 0 0 0 3 1 1 1 1 1 0 0 0 2 8 0 4 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:

   Yeping Li

   Department Head or Program Chair (Type Name & Sign) Date 2-24-12

   George Cunningham

   Chair, College Review Committee Date 03/27/12

   George Cunningham

   Dean of College Date 03/27/12

   Mark Zoran

   Chair, GC or UCC Date 4/25/12

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
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

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

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:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
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</table>

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](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-)

2/24/2012
track-changes-and-comments-RZ0011600037.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 you 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.

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**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Course*</td>
<td>Writing for Publication</td>
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<tr>
<td></td>
<td>Intro to National Data Set Access#</td>
<td>APA chapter signup (1 per person)</td>
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<tr>
<td></td>
<td><strong>Library Research Methods Elaine Thornton</strong></td>
<td>The Teaching Gap signup (1 per person)</td>
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<tr>
<td></td>
<td>Selecting a Publication outlet</td>
<td>APA Tutorial#</td>
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<tr>
<td></td>
<td>Choosing Articles</td>
<td>Track Changes and Comments Tutorial #</td>
</tr>
<tr>
<td></td>
<td><strong>Writing a lit reviews watch video &amp; find 10 articles</strong></td>
<td>Table of Contents and Headings Tutorial #</td>
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<tr>
<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
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<tr>
<td>Week 2 Overview</td>
<td>Experimental Research</td>
<td>APA Presentations 1-2-3</td>
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<td>of Articles</td>
<td>Library Research Methods Elaine Thornton</td>
<td>IRB Certificate Printed and brought to class, sent via e-mail</td>
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<tr>
<td></td>
<td>Selecting a Publication outlet</td>
<td>Huck Chapter 1</td>
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<td></td>
<td>Choosing Articles</td>
<td><strong>Reflecting on Research for Doc Students</strong></td>
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<td></td>
<td><strong>Writing a lit reviews watch video &amp; find 10 articles</strong></td>
<td><strong>Determining Authorship</strong></td>
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<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>How To Publish</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>Manuscript Sample (see for reference)</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>APA Pre Test Quiz</strong></td>
</tr>
<tr>
<td>Week 3 Quantitative Analyses</td>
<td>Thoughts about Quantitative Techniques (see Lecture Moodle)</td>
<td><strong>APA Presentations 4-5-6</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td>Huck Chapter 2</td>
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<tr>
<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>Why We Need Structured Abstracts</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>Structured Abstracts Article</strong></td>
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<tr>
<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>Abstract Review Article</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>Guidelines for Quantitative Analysis</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>1st submission Literature Review (First 10 articles Due)</strong></td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td><strong>10 Articles (Summary toward lit review Range 2-3 pages)</strong></td>
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<tr>
<td>Week 4 Meta-Analysis</td>
<td>Meta-Analysis: Mining Data from Published articles</td>
<td>APA Presentations 7-8</td>
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<td></td>
<td><strong>Use Check List for Review of Writing</strong></td>
<td>Teaching Gap 1- 2- 3- 4- 5</td>
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2/4/2012
| 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  
Reporting Qualitative Studies  
Finding Your Story  
Writing Your Story  
Levels of Analysis  
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 |  
National Research Council RCTs  
Evidence Based Education Research  
Methods Section (how and what you are doing Max 5 pages – this is part of the analysis section) |
| 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 |  
Mixed Methods Research  
Measuring the Content of Instruction  
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  
Use Peer Advanced Review and Critique form |
| 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 Peer Advanced Review and Critique form |
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<tbody>
<tr>
<td>Week 13 Class Discussion/Q</td>
<td>Class Discussion and Questions/ Finalize Manuscript and Presentation</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Presentations</td>
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<tr>
<td>Week 15</td>
<td>Final Presentations</td>
</tr>
<tr>
<td></td>
<td>Last Day to Submit Paper</td>
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</tbody>
</table>

* see Lecture in Moodle, # see Web Links in Moodle
## Presentation Rubric - Requiring PowerPoint®

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

2/24/2012
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
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  ☐ conclusion/discussion

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  ☐ 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 capraro@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.)

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<tr>
<th>Clarity of Writing (e.g., syntax, style, mechanics)</th>
<th>Not Acceptable</th>
<th>Below Average</th>
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<th>Above Average</th>
<th>Exemplary</th>
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Comments:

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<th>Analysis (sound methodology, appropriate techniques, thoroughly explained; &amp; limitations addressed)</th>
<th>Not Acceptable</th>
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<th>Above Average</th>
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Comments:

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<th>Findings (accurate conclusions &amp; implications drawn from adequate data analysis)</th>
<th>Not Acceptable</th>
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Comments:

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<th>Discussion (adequate number of appropriate sources cited, consistent with references)</th>
<th>Not Acceptable</th>
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Peer Advanced Review and Critique
This should be submitted directly to the professor, at rcaprao@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. You comments should be honest and constructive, this means your comments should be something the author can actually do to improve the work.

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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 | 3 | 4 | 5 |

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  
(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  
(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 your or would you tell a school board that the program was successful? Was it worth the money? Were their 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
• Submit original form and attach a course syllabus.

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.

9. Prefix | Course # | Title (excluding punctuation) |
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Approval recommended by:
Frederick M. Nafukho  [Signature]  1/24/2022
Department Head or Program Chair (Type Name & Sign) Date

George B. Cunningham  [Signature]  02/08/20
Chair, College Review Committee Date

Dean of College  [Signature]  02/08/20
Date

Chair, GC or UCC  [Signature]  02/25/20
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
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


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](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](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.eduurules/300/340199m.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, © Topsfield Foundation.
Course Activities and Due Dates

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Percent of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Web CT facilitation and participation</td>
<td>10</td>
<td>Each week</td>
</tr>
<tr>
<td>2. Facilitation of one class meeting</td>
<td>20</td>
<td>Various</td>
</tr>
<tr>
<td>3. Manuscript review papers (2)</td>
<td>30</td>
<td>9/29 &amp; 10/27</td>
</tr>
<tr>
<td>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)</td>
<td>40</td>
<td>11/22</td>
</tr>
</tbody>
</table>

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/uee/confintea/agendeng.htm](http://www.unesco.org/education/uee/confintea/agendeng.htm)

The paper should be between 15-20 pages, using APA 6th edition for style. You 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 you 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 your read)
   
   i. Remember to number the pages

I found the following site to be a good reference for APA format

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Session</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Introduction to Course</strong>  &lt;br&gt; Setting Expectations  &lt;br&gt; Overview of course requirements  &lt;br&gt; Overview of Globalization</td>
<td>Explanation: Course requirements; peer facilitation; online facilitation; writing assignments  &lt;br&gt; Set schedule for online facilitation; peer/group facilitation;  &lt;br&gt; 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 <a href="http://www.infed.org/biblio/globalization_and_education.htm">http://www.infed.org/biblio/globalization_and_education.htm</a>  &lt;br&gt; 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. <a href="http://edrev.asu.edu/reviews/rev59.htm">http://edrev.asu.edu/reviews/rev59.htm</a></td>
</tr>
</tbody>
</table>
(No online discussion this week)

Globalization and Adult Education

Readings


Chap 1: Adult education and social transformation
Chap 2. Adult education and the empowerment of the individual in global society
Chap 4: Globalization and the future of critical adult education
Chap 5: In the belly of the beast: Globalization and adult education in the United States

Available at [01_Jarvis.pdf](http://www.iizdvv.de/index.php?article_id=420&clang=1)


Overview of International and Comparative Adult Education

Readings:


<table>
<thead>
<tr>
<th>6</th>
<th>6</th>
<th>(Online discussion this week)</th>
<th>Readings</th>
</tr>
</thead>
</table>
|     |   | Global commitment to adult education and lifelong learning | - Hamburg Declaration on Adult Learning an Agenda for the Future  
- CONFINTEA Final Report  
- The follow-up report to the Hamburg Conference  
Another site for CONFINTEA V and an expanded elaboration of the themes http://www.unesco.org/bpi/eng/confintea/ |

|     |   | Progress five years after CONFINTEA | An example of progress from one of the world’s region: Latin America and the Caribbean http://lasa.international.pitt.edu/Lasa2001/SchugurenskyDaniel.pdf |
|     |   | Progress of the five world regions | Similar reports can be found of the other four regions: Africa, Arab States, Asia Pacific, Europe & North America  
Alfred, M. & Nafukho, F. (Submitted to the Handbook of Adult Education). International and Comparative Examination of Adult and Continuing Education |

| 8   | 8 | (No online discussion this week) | Readings:  
Chapter 7: Globalization and gender: New threats, new strategies |
<table>
<thead>
<tr>
<th></th>
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<th>issues of marginalization</th>
<th>adult education &amp; training, pp. 39-46.</th>
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<td></td>
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<td>Chap 8: Is adult education an agent for change or instrument of the status quo?</td>
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<td>Chap 9: Race, politics and economic self-sufficiency in a culture of welfare reform</td>
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<td>Chap 10: Women facing internal armed conflict</td>
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<td>Chap 13: Mainstreaming marginalized populations through adult education programs</td>
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<td><strong>Assignment:</strong> 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.</td>
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<td>9</td>
<td>9</td>
<td><strong>Globalization, the Environment, and Sustainable Health</strong></td>
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<td>HIV/AIDS and the role of adult education</td>
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<td>Gender and HIV/AIDS</td>
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<td>NGOs and responses to health disparities</td>
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<td>Adult education and domestic violence</td>
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<td>Adult literacy and health disparities</td>
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<td>Environmentalism as a social movement</td>
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<td><strong>Readings</strong></td>
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<td>Chap 17: The role of the church in combating HIV/AIDS</td>
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<td>Chap 18: Western and indigenous African knowledge and HIV/AIDS in Botswana</td>
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<td>Chap 19: Aligning health promotion and adult education</td>
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<td>Chap 20: “He hits me and my world shatters;”</td>
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<td>Chap 22: Environmental adult education</td>
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<td><strong>Assignment:</strong> 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</td>
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<tr>
<td>10</td>
<td>10</td>
<td><strong>Community Empowerment and Social Change</strong></td>
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<td>Women’s support systems</td>
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<td>Adult literacy education</td>
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<td>Community activism and health promotion</td>
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<td>Nonformal education and indigenous knowledges</td>
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<td><strong>Readings</strong></td>
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<td>Chap. 24: Adult education and social capital</td>
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<td>Chap 25: Transformative learning: A community empowerment conduit for African American women</td>
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<td>Chap 26: Adult education for community empowerment</td>
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<td></td>
<td></td>
<td>Chap 28: Adult literacy education and empowerment in Africa</td>
<td></td>
</tr>
</tbody>
</table>
| 11  | 11 | (No online discussion this week) | **Readings:**  
*Chap 29: Literacy as human rights*  
**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.  

**Lifelong Learning, Globalization, and Educational Systems**  
- Popular education and lifelong learning  
- Workplace education  
- The internationalization of education  
- Low-income adult learners in higher education  

| 12  | 12 | **Future of Adult Education in addressing Globalization and Lifelong Learning**  
*Chap 32: Low-income adult learners in higher education*  
*Chap 33: Research in popular and adult education in Latin America*  
*Chap 34: Ways of organizing knowledge for teaching youth and adult*  
*Chap 36: Popular education and lifelong learning*  
*Chap 38: Role of earning committed leaders in lifelong learning*  

*Chap 8: Rights to public services: The global campaign for education*  
*Merriam, Courtney, & Cervero (2006).* *Global issues in adult education*  
*Chap 39: The role of adult education in addressing global issues*  

| 13  | 13 | **Class Presentations**
Additional Resources

Suggested Readings


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
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. 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
   Will this course be repeated within the same semester? □ Yes □ No
   If yes, this course may be taken ___ times.

7. This course will be:
   a. □ required for students enrolled in the following degree programs(s) (e.g., B.A. in History)
   b. □ elective for students enrolled in the following degree program(s) (e.g., M.S. 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.

9. Title (excluding pronunciation):
   MARA 685 DIRECTED STUDIES

   Lect. Lab Core CH and CMI Code
   0000 0005 20 20 01111618412-13010298

   Approval recommended by:
   Joan P. Milecki
   Department Chair (Type Name & Sign) Date

   Chair, College, Review Committee
   Date

   Department Chair (Type Name & Sign)
   Date
   (If cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
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 program(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.

9. Prefix Course # Title (excluding punctuation) SPED 601 ASSESS IN SCHOOL SETTING

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
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<td>0 9 2 1</td>
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<td>1 4 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham, Ph.D.
Chair, College Review Committee Date

Mark Zoran, Ph.D.
Chair, GC or GCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

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

Telephone: 979 458-1864

Hours: By appointment

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.


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

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

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td></td>
<td>Review course requirements and expectations; begin with Basic Stats Part</td>
<td>Asynchronous</td>
<td>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</td>
</tr>
<tr>
<td>overview</td>
<td>29</td>
<td>I</td>
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<tr>
<td>Basic Stats</td>
<td></td>
<td>Review course requirements and expectations; begin with Basic Stats Part</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Part 2:</td>
<td>May</td>
<td>Continue with Basic Stats Part II</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Continue Basic Stats</td>
<td>May 30</td>
<td>Continue with Basic Stats Part II</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Part 3:</td>
<td>May</td>
<td>Review Overview of Assessment</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Overview of assessment</td>
<td>May 31</td>
<td>Review Overview of Assessment</td>
<td>Asynchronous</td>
<td>Review information</td>
</tr>
<tr>
<td>Part 4:</td>
<td>June</td>
<td>Z scores rule!</td>
<td>Asynchronous</td>
<td>Review information; Z score sheet due June 6 at 4 p.m. CDT</td>
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<tr>
<td>z scores</td>
<td>4</td>
<td>Z scores rule!</td>
<td>Asynchronous</td>
<td>Review information; Z score sheet due June 6 at 4 p.m. CDT</td>
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### Module 2: Traditional and Curriculum Based Assessment tools

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

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

## Module 4: History and ethics in assessment

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Date</th>
<th>Topics</th>
<th>Mode</th>
<th>Student expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td>June</td>
<td>History of assessment; Ethical Principles; Laws pertaining to assessment</td>
<td>async</td>
<td>Review information;</td>
</tr>
<tr>
<td>History</td>
<td>25</td>
<td></td>
<td></td>
<td>Post discussion of question in the information by 4 p.m. CDT</td>
</tr>
<tr>
<td>Part 2:</td>
<td>June</td>
<td>How does this apply to your setting</td>
<td>sync</td>
<td>Review information;</td>
</tr>
<tr>
<td>Ethics</td>
<td>26</td>
<td></td>
<td></td>
<td>formulate questions as needed; respond to questions via Skype; respond to case study</td>
</tr>
</tbody>
</table>

## Module 5: Application of skills

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

*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 program(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.

9. Prefix Course # Title (excluding punctuation) SPED 601 ASSESS IN SCHOOL SETTING

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCE 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:
   Victor Willson, Ph.D. George Cunningham, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date Chair, College Review Committee Date
   Victor Willson, Ph.D.
   Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)
   George Cunningham, Ph.D.
   Dean of College Date
   Mark Zoran, Ph.D.
   Chair, GC or UCC Date

Submitted to Coordinating Board by:

 Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
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.