Originating Course Information

Offering of Education: Educ Policy & Ldrshp 7897.10: Special Topics: Educational Policy and Leadership

Fiscal Unit/Academic Org: School/Educ Policy & Leadership - D1280
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Off Campus
Term of Offering: Autumn 2013 - Regular Academic Term
Level/Career: Graduate
Rationale for proposing this offering: Special topics for Columbus City Schools teachers
Description for this offering: Urban Issues in Education taught by Dr. Antoinette Miranda.

Attachments

- EDUPL 7897-10 flex Au13 Syllabi - Urban Issues - Miranda.doc: Miranda - Urban Issues
  (Syllabus. Owner: Baker,Gerald Eugene)
- EDUPL 7897-10 flex Au13 One_TimeSupplt - Urban Issues - Miranda.doc: Miranda - Urban Issues
  (One Time Form Supplement. Owner: Baker,Gerald Eugene)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Baker,Gerald Eugene</td>
<td>12/06/2012 12:50 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>12/06/2012 02:06 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>12/10/2012 11:35 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>12/10/2012 11:35 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity 25 ________________
3. Waitlist Capacity 10 ________________
4. Final Exam:
   - [ ] Yes  [ ] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   - a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information

.................................................................................................................................................................................................

...................................................................................................................................................................................................

6. Class Search Title (18 character limit) Urban issues in education ________________
7. Display in Class Search :
   - [ ] Yes  [ ] No
8. Credit Hours 02 ________________
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Independent Study
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Laboratory
    - [ ] Lecture
    - [ ] Recitation
    - [ ] Independent Study
11. Campus of Offering (check all that apply):
    - [ ] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions: NONE

13. Permission to Enroll in this course: ☐ No Consent needed ☐ Department Consent ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date 8-21-2013 to 12-3-2013

2. Previous quarter(s) of offering and enrollment

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site TBD

6. Will course be taught in distance learning format: ☐ Yes ☐ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
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<tr>
<td>Prerequisites:</td>
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<tr>
<td>Exclusion or Limiting</td>
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<tr>
<td>Grade Options (Check)</td>
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<td></td>
<td>□ Letter □ S/U □ Progress</td>
<td>□ Letter □ S/U □ Progress</td>
</tr>
<tr>
<td>Number of Hours of</td>
<td></td>
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<tr>
<td>out-of-class preparation required:</td>
<td>□</td>
<td>Total hours of class meetings:</td>
</tr>
<tr>
<td>Length of each class:</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
No difference

Instructor Antoinette Miranda Rank Assoc Professor

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings
No difference. Will be a lecture format

Student Services (explain how they will be provided to off-campus students):
Registration on site at Columbus City Schools

Office Hours

Academic Advising

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [X] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: 4:30 pm
5. Meeting end time: 6:20 pm

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antoinette Miranda</td>
<td>Primary</td>
<td>Post</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: This class will be taught off-campus in the CCS.

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
The Ohio State University  
School Psychology Program  
EDUPL 7897.10 (2 semester hours)  
Urban Issues in Education  
Autumn Semester, 2013  
Thursdays 4:30-6:20

Instructor: Antoinette Miranda  
Office Phone: 292-5909  
Office Hours: Mon. 1-3, Tues. 10-12  
Office: A438 PAES Building  
Email: Miranda.2@osu.edu

Description/ Rationale: The purpose of this course is to help participants gain a better understanding of the dynamics of urban schools and the relationship between minority status and poverty, and educational achievement in urban schools. The focus of this course will be on urban issues in the schools from a socio-cultural framework. Students will be provided an overview of research related to urban schools. This overview will include characteristics of urban schools, work in the area of urban psychology (effects of poverty and violence on children and families, resiliency research), as well as work in the area of urban education (full services schools, effective teaching in urban settings). The course will also focus on how this information can be applied to the various disciplines in education in order to enhance services provided for students in urban schools. Using a model of resiliency, discussion of psychological practice in this area will center around enhancing skills that aid children in coping with their environmental stressors and reducing the risk factors so prominent in urban settings.

Graduate Level, 02 credits

Relationship to Other Course/Curricula:  
This course has no relationship to other courses offered within or outside of the College

Knowledge, Skills, & Dispositions:  
• Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement
• Develop a basic understanding of the research in urban education and urban settings
• Understand the characteristics of urban schools
• Understand the different models of urban education reform and why urban education reform is so difficult
• Understand and become knowledgeable of desegregation, past and present, and its implications for minority children
• Become knowledgeable of how politics and the economy affect urban schools as well as the role they play in urban education reform
• Become knowledgeable of how to deliver services in urban schools from a best practice perspective

Off-campus Field Experience: N/A
Diversity Statement:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Grievances and Solving Problems - According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.

Technology Statement:
To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Word and Power Point documents for class.

Course Schedule for Urban Issues in the Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction; A snapshot of urban schools</td>
<td></td>
<td>Nathan- Introduction, Chapter 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>City kids-17, 25, 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ravitch, Chaps 1 &amp; 2</td>
</tr>
<tr>
<td>Session 2</td>
<td>Characteristics of Urban Schools; Urban Education Reform Efforts: the promises and the challenges</td>
<td>Nathan- Introduction, Chapter 1 &amp; 2</td>
<td>City kids-17, 25, 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ravitch, Chaps 1 &amp; 2</td>
</tr>
<tr>
<td>Session 3</td>
<td>Students in urban schools;</td>
<td>City Kids, 20, 32, 33</td>
<td></td>
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<tr>
<td>Session 4</td>
<td>From desegregation to integration</td>
<td>Reading #1, 2</td>
<td></td>
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<tr>
<td>Session 5</td>
<td>Charter schools, school choice, and the philanthropists</td>
<td>Ravitch, chps 5, 7, &amp; 10</td>
<td></td>
</tr>
<tr>
<td>Session 6</td>
<td>Waiting for Superman</td>
<td>Critical Reflection on “Waiting for Superman”</td>
<td>Readings #11, 12, City Kids, 20, 32, 33 Nathan, Chp 6</td>
</tr>
<tr>
<td>Session 7</td>
<td>Closing the Achievement Gap and NCLB</td>
<td>Nathan-5, 6</td>
<td>Ravitch, Chp 6</td>
</tr>
<tr>
<td>Session 8</td>
<td>NO CLASS July 4th</td>
<td></td>
<td>City Kids, chp 24, 31</td>
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<tr>
<td>Session 9</td>
<td>The Discipline Gap</td>
<td>Reflection paper</td>
<td></td>
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<tr>
<td>Session 10</td>
<td>Special Education and Related Services</td>
<td>City kids-chps 14</td>
<td></td>
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<tr>
<td>Session 11</td>
<td>Resiliency and protective factors</td>
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<tr>
<td>Session 12</td>
<td>The privatization of public schools</td>
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<tr>
<td>Session 13</td>
<td>Effective educators in urban schools</td>
<td>Urban Research Paper</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Readings #3, 7, 10, 12, City Kids-Introduction, Part II, 9, 10, 11, 16, Nathan-Part II, 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Session 14</td>
<td>Wrap up</td>
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</table>

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be amply notified in advance.

**Course Requirements/Evaluation**

1. Write a critical reflection on the movie “Waiting for Superman” incorporating reviews, critiques of the movies, and literature from this class. The paper should be 2-3 pages. See end of syllabus on tips for writing a critical reflection.

2. **Reflection Paper**: Two reflection papers will be required.
   - Paper #1: Think about the students during your years as an educator in urban schools. Reflect on a student who slipped through the cracks and a student who was successful. What role did the school help or hinder these students?
   - Paper #2: Reflect on the image of CCS and urban schools as portrayed in the media. How do you think this influences the general public and how might it affect the students and families who attend? Please refer to the Reflective guidelines on CARMEN. The section “*What can I discuss?*”, can serve as a guide for your paper. The paper should be 2-3 pages.

3. **Urban Topic Research Paper**: Write a 5-7 page paper on an issue of importance to urban education. You may look more in depth at a topic covered in this class. In addition, to writing this research paper, you are to explore the issue further using real examples that illustrate, support, or enhance your discussion. In other words, I want you to incorporate your experiences as an urban educator to back up your research topic. This can take a number of different forms such as observations, interviews, review of data, etc. Paper must be in APA format.

**Evaluation/Grading:**

- Waiting for Superman reflection ...........................................10%  10 points
- Reflection paper #1 .........................................................20%  10 points
- Reflection paper #2 .........................................................20%  10 points
- Urban Research Paper .......................................................50%  10 points

Grading is S/U: A grade of S requires you to achieve a grade of 83% and above

**Textbooks**

Nathan, L. F. The hardest questions aren’t on the test: lessons from an innovative urban school (2009)


Jacobs, G. Getting around Brown. http://www.ohiostatepress.org/ (go to the website and type in “Getting around Brown” in their search engine)

Readings: See end of syllabus (you will be able to download the readings from CARMEN: https://carmen.osu.edu/)

Students’ Rights: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor’s attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity: The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance: Class attendance is mandatory. Students are expected to contact the instructor prior to an absence except in the case of an emergency. Deductions in a student’s final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor’s convenience. Incompletes will be given only when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will also be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.
Reading List

#1 The growth of segregation

#2 Unexpected costs and uncertain gains of dismantling desegregation
Critical reflection

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues (e.g., issues related to social justice, curriculum development, learning theories, politics, culture, or use of technology). We can break down the process of critical reflection into a number of dimensions which address the different activities and levels of reflection. These are outlined below. The first three are part of the ordinary process of reflection; the fourth is that of critical reflection. All four dimensions are expected in Reflection Papers.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1</strong></td>
<td>Comprehensive observations aiming for accuracy and breadth; these observations are made through specific frameworks (e.g., past experiences as a school student, or work on Practicum, or through readings.).</td>
</tr>
<tr>
<td><strong>Dimension 2</strong></td>
<td>Comprehensive descriptions of what has been observed.</td>
</tr>
<tr>
<td><strong>Dimension 3</strong></td>
<td>Making meaning of what has been described.</td>
</tr>
<tr>
<td><strong>Dimension 4</strong></td>
<td>Adding depth and breadth to the meanings by asking questions about, and relating meanings to, a spectrum of personal and professional issues.</td>
</tr>
</tbody>
</table>