COURSE PROPOSAL FOR EDUCATION 308: FOUNDATIONS OF URBAN EDUCATION

The Need for an Urban Education Course
The President has identified the Education Department as a Program of Distinction in Teacher Education and Urban Pedagogy. Currently, there are no courses offered in the department that focus on urban pedagogy. Although the majority of our students return to urban areas to teach after graduation, our curriculum does not address the urban classroom. Thus, there is a need for a course designed to analyze and explore urban education. Education 308: Foundations in Urban Education course speaks directly to the need to reflect urban pedagogy within the course content.

Moreover, the Pennsylvania Department of Education has mandated that all education departments in the state incorporate courses into the curriculum focusing on diversity within the classroom. Specifically, the courses should focus on special education, English Language Learners, and diversity within the classroom. These are three critical areas that need to be covered, and this course aims to address this requirement from the Pennsylvania Department of Education. The Education Department has responded by developing a new course—Education 308: Foundations of Urban Education to meet both components of the above mandate. Education 203: Exceptional Child and Education 206: Foundations of Special Education are two (2) courses that have been approved by faculty members previously. All departments that provide a teacher preparation program require Education 203, while Education 206 has been taught as an elective course taken by students who plan to work toward Special Education certification.

Schools have played a crucial role in American communities since the late nineteenth century, and are a significant part of the daily lives of the vast majority of children and adolescents in the United States. Of the 53.2 million public and private school students attending schools around the nation in 2000 (Curran, 2000), 42 million were public school students (Curran, 2000). Between 1996 and 2001, there was a 4 percent increase in public elementary enrollment and a 7 percent increase in public secondary school enrollment (Snyder, Tan, & Hoffman, 2004). Currently the rate of student enrollment in the United States continues to rise.

In response to the needs of this large student population, teachers make up a significant portion of the American work force. In 2002, 4 percent of the civilian work force were teachers (Ingersoll, 2003, 2004), bringing the overall number of public school teachers to approximately 2.7 million, or 3.1 million when the number of public and private school teachers are combined (Curran, 2000).

Well-populated and still growing, the teaching field is one of the fastest growing occupations in the United States (Curran, 2000). Current projections predict that two million new teachers will be needed in schools by 2015 (Center for American Progress, 2005). At current rates of growth, this would create a nationwide shortage of 870,000 teachers (Curran, 2000), as an estimated 48 million students are expected to enroll in public schools by 2010 (Curran, 2000).
The profession of teaching is experiencing a crisis. Long gone are the days where there was a waiting list to get a teaching position. The anticipated teacher shortage is due to the attrition affecting the ranks of existing teachers. Teachers are fleeing the profession very early on in their careers; each year, approximately 6 percent of the teaching force permanently leave the profession (Alliance for Excellent Education, 2004). Fourteen percent of teachers leave the profession after their first year (Alliance for Excellent Education, 2004; Ingersoll, 2003), a rate which progressively increases: 33 percent leave after three years, and nearly 50 percent after their fifth year (Alliance for Excellent Education, 2004; Ingersoll, 2003; Johnson & Teachers, 2004). These statistics mean that one out of two new teachers will quit after five years of service (Alliance for Excellent Education, 2004), a rate that runs even higher among teachers in urban districts, where the overall attrition rate is 50 percent higher than in suburban areas (Alliance for Excellent Education, 2004). Kirby, Berends, and Naftel (1999) have charted teacher attrition as finally leveling off after the twelfth year. The attrition rate is further escalated within urban school districts.

Urban districts are experiencing high rates of teacher burnout, which create low rates of retention. There is also a high rate of pre-service teachers that never enter the profession, as well as a high turnover rate of teachers in their first and second year. It is also estimated that seventy percent of education graduates never apply for teaching positions or accept an offer for a position (LeCompte & Dworkin, 1991), opting to pursue other fields such as business. This same seventy percent are also academically ranked in the top section of their class ("Learning in America: Wanted: A million teachers," 1989). On an academic level, this phenomenon is costly to pre-service teachers.

In order to assist this process, more colleges of education are developing urban education courses and programs. This is to speak directly to pre-service teachers hoping to enter into urban school districts, and try to assure their sustainability there.

Most of the students at Lincoln University come from urban areas and return to those areas upon graduation. Thus, our pre-service teachers are trained in rural and suburban areas, but are starting their careers in urban settings. In order to do our part to ensure that our pre-service teachers are successful, the institution of an Urban Education course is imperative.

**Course Description: Education 308: Foundations of Urban Education**

This course is designed to provide a framework understanding of urban education. The course will provide a critical analysis of relevant and related issues that impact the urban schools. Students will explore the various factors that confront and challenge urban schools, including financial, social, and political components. In addition, the course will examine the impact of the urban context on students, teachers, parents, and the community.
Contribution to General Course Offerings
This course is intended to be a required course for education majors. It is situated as a 300 level course because Education majors can only take courses at that level once they have been officially accepted into the major. At a university level, the course will not be offered to other majors at this time.

Pre-Requisites for the Course
Prior to taking this course, students should have:
• Been accepted into the major
• Completed Education 201: Introduction to Education and passed with a B- or higher

Economic Impacts
This course will be a requirement for all education majors. The economic impact is that each student will have to pay for three more credits in order to successfully graduate within the major.

Sample Syllabus
The following is a sample syllabus/outline of how this course will be designed and its benefits to our students. The syllabus contains the objectives of the course, student learning outcomes, and overview of course material.
SYLLABUS

Lincoln University
Education Department
Education 308: Foundations of Urban Education

Course Description
This course is designed to provide a framework understanding of urban education and place it into context. Essentially, the course will provide exposure to issues that impact the urban schools. Students will explore the various factors that confront and challenge urban schools, i.e. financial, social, and political. In addition, the course will examine the impact of the urban context on students, teachers, parents, and the community.

Course Objectives/Goals
This course is designed for all education majors. The principle goals of this course are for students to be able to:
1) Describe urban education and its importance within the educational field;
2) Examine, describe and explain their perspective on teaching within an urban context;
3) Compare and contrast past and present political influences and historical backgrounds of urban education;
4) Explain the relationship between the urban student and the teacher;
5) Demonstrate and articulate their approach to building, managing, and maintaining positive and productive classroom environments in an urban setting;
6) Conduct themselves according to the PA Code of Professional Practice and the Code for Educators (see attached)

Lincoln University Student Learner Outcomes

A. Listen and effectively communicate ideals through written, spoken, and visual means
B. Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating, and evaluating ideas.
C. Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gathering information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.
D. Apply and evaluate quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences, and other like-minded approaches that require precision of thought.
Required Textbooks

- Gregory Michie, *Holler If You Hear Me: The Education of a Teacher and his Students*, Teachers College Press
- Other assigned readings as needed

Course Requirements

It is expected that all assignments will be turned in to the instructor on time. All written assignments shall be turned in via hard copy, unless otherwise stated. Questions about course content or course procedures should be communicated to me in a timely manner either in person, via e-mail, or telephone. Students are expected to adhere to Lincoln University’s policies regarding academic integrity.

Academic Integrity

This course is a writing-intensive course. Thus, it is essential that you produce your own work. Plagiarism and cheating will NOT be tolerated. If you are caught doing so, you will automatically be given no credit for the work. Stealing others’ work undermines your own abilities, so just don’t do it! Lincoln University’s policy on academic integrity is as follows: Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework, and laboratory reports and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Please see the Bulletin (http://www.lincoln.edu/registrar/catalog/Academics.pdf) for more information on cheating, plagiarism, and the sanctions associated with academic dishonesty.

1) Papers
2) Presentations
3) Discussions
4) Quizzes
5) Mid-Term/Final Exam
Updated February 28, 2008

6) Attendance and Class Participation (A, B)
Attendance in class is required. Students who cannot attend or will be late to class for any reason should inform the instructor in advance. *More than one unexcused absence will result in a reduction of one third of a grade (e.g. from B+ to B)* in your final grade. Four absences will be an automatic failure, as per the Lincoln University Bulletin. Lateness is also not tolerated. *If you are late a total of three times, that will count as an automatic absence.*

In the case of an illness that exceeds two days, death in the family, or other extenuating circumstances, you must present documented evidence of inability to attend class to the Vice President of Student Affairs and Academic Enrollment.

If missing a class is a necessity, *you are responsible* for determining what you missed, for making up the work (not applicable to quizzes), and for getting copies of any handouts given.

**Final Grade Calculations**
Your grade for the course will be calculated out of 100 percent. Each assignment is worth a percentage of your grade as noted below:

- Percentage breakdown

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<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>59 or Below</td>
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**Assistance**
If you need assistance with this coursework at any point, it is IMPERATIVE that you communicate your needs to me. It is also important that you know yourself as a learner and act as an advocate for yourself so I, or others, can help you achieve success in completing this course. Any student needing accommodations because of a disability should contact me privately as soon as possible to discuss the specific situation.

**Additional Services**
If you feel that you need additional assistance with writing or any papers for this course (or others), the Learning Resource Center (LRC) is available. The reading, writing, and math/sciences labs are provided in order to insure your success. The LRC is located in 222 Dickey Hall. The hours for the LRC are listed below:

- Reading Laboratory: Monday-Friday, 9:00am-5:00pm
- Writing Laboratory: Monday-Friday, 9:00am-5:00pm
- Math/Science Laboratory: Monday-Friday, 3:00pm-10:00pm, or by appointment

For any time changes or further questions about the LRC, refer to their web site at http://www.lincoln.edu/lrc/index.html.
Course Outline

School Context

WEEK 1: What is urban education?
• Defining, unpacking, and contextualizing urban education

WEEK 2: History of urban education
• Discussing the construction of the urban center and its influences on education
• Exploring the question, how did urban education come to be?

WEEK 3: Politics and urban education
• Looking at the former and present-day political influences on urban education

WEEK 4: No Child Left Behind Act (NCLB)
• Continuing with politics, this week will focus specifically on the NCLB
• NCLB and its impact on instruction; “teaching for the test” vs. “teaching the test”
• Explanation of Annual Yearly Progress (AYP) and its influence on the schools

WEEK 5: School closing
• Decision-making and politics regarding communities within districts
• Impact and aftermath of school closings on students, teachers, parents, and the community

WEEK 6: Funding urban schools and their facilities
• Exploration of the connection between reforms and funding
• Discuss the issue of aging facilities, repair costs, and building safety
• Revival of the Pre-K to 8 school buildings

WEEK 7: Mid-terms

WEEK 8: School choice movements and charter schools
• School choice movements and its connection to politics
• Financial and logistical impacts of the urban charter school (independent public schools) on neighborhood public schools and vice versa
**Student/Teacher Context**

**WEEK 9: The urban student population**
- Examining the urban student
- Adjustment of instructional styles
- Teacher understanding and sensitivity
- Multicultural and character education models

**WEEK 10: Achievement gap**
- Defining the achievement gap and how it came to be
- How the achievement gap effects students academically and emotionally

**WEEK 11: Special Education and its connection to urban schools**
- Understanding Individual Education Plans (IEPs)
- Working with learning disabled students
- Working with gifted students
- Formats regarding accommodations

**WEEK 12: English Language Learners within urban schools**
- Examining the EL Learner
- Working with EL Learners
- Formats regarding accommodations

**WEEK 13: Teaching in an urban setting**
- Implementation of creative and innovative instructional practices despite limited resources
- Providing opportunities for parental involvement
- Stimulating community support/partnerships

**WEEK 14: Teaching in an urban setting/Teacher forum**
- Week 13 continued
- A current urban teacher(s) forum/guest speaker

**WEEK 15: Finals**
References

Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC: Alliance for Excellent Education.


The Consortium for Policy Research in Education.

Ingersoll, R. M. (2004). *Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?* Washington, DC: Center for American Progress

Institute for America's Future.


Pennsylvania Department of Education Code of Conduct

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced
by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.
Section 6. Legal Obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.
(b) The professional educator may not engage in conduct prohibited by:
   (1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper Personal or Financial Gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships With Students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.
Section 11. Professional Relationships
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
## GENERAL WRITING RUBRIC
### Specifics according to writing assignment

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- Writing suggests high language skill and sophistication  
- Clear structure (introductory paragraph, sufficient body paragraphs, and concluding paragraphs)  
- Grammar, spelling, and punctuation are always accurate  
- Writing flows/ideas are connected  
- Ideas are consistently analyzed, not summarized  
- Textual concepts are clearly understood and explored  
- Evidence from text(s) is always used |
| **B** |  
- Clear structure (introductory paragraph, sufficient body paragraphs, and concluding paragraphs)  
- Grammar, spelling, and punctuation are mostly accurate  
- Writing flows/ideas are connected, for the most part  
- Ideas are analyzed, but the analysis could have been more succinct or more detailed  
- Textual concepts are understood and explored, for the most part  
- Evidence from text(s) is used, for the most part |
| **C** |  
- Structure (introductory paragraph, sufficient body paragraphs, and concluding paragraphs) is present, but there are some structural issues (short paragraphs, no transitions) that need improvement  
- Grammar, spelling, and punctuation are sometimes accurate  
- Writing is sometimes staccato (choppy); some ideas are connected  
- Analysis is brief; may read more like a summary  
- Textual concepts are explored but could be more thorough or represent a misunderstanding  
- Evidence from text(s) is sometimes used |
| **D** |  
- Structure is attempted, but structural issues (no/weak thesis statements, disconnected paragraphs, etc) impede understanding the essay  
- Grammar, spelling, and punctuation are inconsistent  
- Writing is staccato (choppy), and the ideas are not connected or some ideas are connected, but the ideas may not answer the questions in the prompt  
- Rare instances of analysis present  
- Few textual concepts are explored, but could be more thorough or represent a misunderstanding or are mentioned but not explored  
- Little to no evidence from the texts used |
| **F** |  
- Non-scorable responses  
- This paper was riddled with run-on sentences or fragments  
- This paper lacked suitable structure |