

**Interdisciplinary Minor in Urban Education
Proposal**

**Meg White, Ed.D.
Associate Professor of Education
Proposal Coordinator**

Proposal Template for an Interdisciplinary Minor in Urban Education

Name(s) and Signatures of Faculty Proposing New Option:

Dr. Meg White, Associate Professor of Education

Date of Program Faculty Vote to Approve the Proposed New Option:

Text Description of Proposed New Option:

Minor Overview and Objectives

An interdisciplinary minor in urban education will provide students with a well-rounded depth of understanding - from a historical, sociological, economic, environmental and educational perspective. This acquired knowledge is beneficial - but not limited - to urban teachers, school leaders, counselors, healthcare or public health professionals, social workers, youth- and community-organization leaders, and social service agents.

To understand urban education, one must look beyond schools, and understand the context of urban *within* communities. Noted urban education expert H. Richard Milner (2012) wrote, "Urban education typically has some connections to the people who live and attend school in the social context, the characteristics of those people, as well as surrounding community realities where the school is situated" (p. 558). Milner concludes how a lack of understanding of urban education can make it difficult for us to "advance the work necessary to improve the life experiences and chances of students who need us to work with (Freire, 1998) them to improve communities, districts, and schools (p. 561). These statements have been provided to support the need to expand our definition of urban, and recognizing it is not just teachers who have an impact on the success of urban communities; rather it is a host of community leaders as noted above.

Stockton University's mission is to *develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world.* This is accomplished through community engagement and civic learning, as well as global perspectives. Offering an interdisciplinary minor in urban education supports Stockton's mission and vision.

An array of interdisciplinary elective courses will allow students to frame a minor closer to their area of study.

Objectives:

- **Students will identify sociological aspects of urban areas and how they impact urban communities, schools, and students.**
- **Students will investigate the relationship between race, privilege, poverty, equity and social justice and the impact each of these has on students' academic success.**

- Through a service-learning experience, students will observe and document the parallels between coursework and field observations.

Student goals:

- Explore historical and sociological, economic or environmental perspectives of urban communities and schools.
- Demonstrate knowledge of a variety of theoretical perspectives on teaching in urban communities through relevant readings and class discussions.
- Understand how the community plays a role in the success of the schools.

Student Learning Outcomes

- Explore the academic needs of urban communities and schools in urban schools and begin to address how these needs can be addressed in a classroom.
- Learn about the dynamic environment of urban communities

Course requirements include a prerequisite Introduction to Sociology course. After consulting with Dr. Christina Jackson, Assistant Professor of Sociology, we agreed there should be a foundation in understanding social issues which is necessary for students pursuing the minor. The core courses are situated both in general studies and sociology. This allows students regardless of their major, to have options.

Service-learning requirements are important to this minor as student need to go beyond what they're learning in the classroom and see the application of skills in various settings. Students in service-learning classes can benefit academically, professionally, and personally. Here are just a few of the ways: gain hands-on experience, develop critical thinking and problem-solving skills, grow an understanding of diverse cultures and communities, learn about social issues and their root causes, develop or enhance skills in communication, collaboration, and leadership, and connect with professionals and community members (University of Minnesota Center for Community-Engaged Learning, 2019).

And finally, the elective courses offered extend a broad reach of subject areas for students to frame the electives to suit their interests.

PREREQUISITE COURSE: (4 credits)

Introduction to Sociology (SOCY 1100)

CORE COURSES: (8 credits)

The Urban Teacher (GEN 2126) (*A attribute*)
Urban Sociology (SOCY 3628)

SERVICE LEARNING COURSES: MUST CHOOSE ONE (4 credits)

Community Schools: Urban Change Agents (GSS 3184) (*V attribute, service learning*).
 Urban Education Issues (SOCY 3745) (*service learning*)
 Tools for Social Change (GEN 1043 or 2646) (*service learning*)

ELECTIVE COURSES: MUST CHOOSE ONE (4 credits)

Diversity in Families, Schools, and Communities (EDUC 1515)
 Development of the Learner (EDUC 2231)
 Schools of the Future (GSS 3360)
 Educational Psychology (PSYCH 3391) *prerequisite PSYCH 1100
 Diversity Issues (GSS 2128)
 Perceptions and Perspectives (GSS 2646)
 Human Geography (GSS 2211)
 Place Matters (GSS 3615)
 Schools and Society (SOCY 2290)
 Introduction to Public Health (PUBH 1200)
 School Health Education (PUBH 3510)
 Race, Ethnicity, Diversity (SOWK 2504)
 Environmental Planning & Policy (ENVL 3310)
 Regional Planning (ENVL 3311)
 Urban Economics (ECON 2200)
 Economics of Social Welfare (ECON 1120)
 Perspectives on Civic Engagement (GEN 2248)

**Other courses may be considered as electives at the discretion of the coordinator and will be reviewed by School of Education program faculty.

The decision would be based on the courses meeting the intent of each of the required elements of the minor (historical, sociological, economic, environmental, and educational).

***The requirement for an interdisciplinary minor in urban education is 20 credits.

Requirements for Achieving the Minor

Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the minor.

a. All proposed minors must include a minimum of 8 credits taken at the 3000 or 4000 level and total a minimum of 20 credits overall. **One core course, one service-learning course and six electives are at the 3000 level.**

b. Students may select from a group of interdisciplinary courses allowing an individual focus on the courses to suit students' interest.

c. There is one prerequisite course for students to enroll in the minor: Intro to Sociology (SOCY 1100). It is important for students to have a foundational understanding of the

study of the development, structure, and functioning of human society. Before moving through the courses in the minor.

Placement of the Minor

Teaching is what teachers do; it is the study of teaching practices. Education is something students get from being taught (Shifa, 2013). Education is holistic and includes the development of the cognitive, affective, and psychomotor domains (Bloom, 1954). To be clear, education is a process while teaching is an occupation. This interdisciplinary minor in urban education is not about teaching, rather it's about the education of our students with regards to the historical, sociological, economic, environmental, and educational perspectives of urban communities and schools – not to prepare teachers to teach.

Connections between this minor and teacher education are limited as the EDUC courses required for certification are based in pedagogy and teaching strategies in specific content areas (elementary- language arts, math, science, social studies; or subject-specific secondary). The basis of this minor is more interdisciplinary rather than pedagogical; thus, creating more of an interest from students across disciplines outside teacher education.

This proposal presents an interdisciplinary minor in urban *education*. The focus of the minor is specific to the historical, sociological, economic, environmental, and educational perspective of urban communities. This is different from a program in urban *studies* – which can be defined as the study of the urban development of cities, the history of city development from an architectural point of view, and the impact of urban design on community development efforts. The interdisciplinary minor in urban education moves beyond policy, structure, urban design, and physical condition and takes more of a humanistic approach of looking at people in urban communities.

Education and education-focused courses are offered in the minor; however, they are not focused on teaching (EDUC 1515, EDUC 2231, GSS 3360, PSYCH 3391, GEN 2126, SOCY 3745, GEN 1043 or 2646, GSS 3360, GSS 2128). I have reviewed all EDUC courses and included those courses suitable to the minor.

It is appropriate to situate the minor in the School of Education, and Dr. Keenan, Dean of Education, as well as Education faculty are in support of this. (See Appendix A for Dr. Keenan's email).

Evaluation and Learning Outcomes Assessment Plan

- Faculty teaching minor courses will select an assignment from their course which will serve as a signature assignment and will be collected and used to support the understanding of key concepts of each course.
- The signature assignments can be collected digitally and used to measure the overall effectiveness of the program.
 - a. Clearly articulated goals – determined by faculty teaching the course.
 - b. Examples of how the achievement of goals are assessed, including direct and indirect measures Each faculty member teaching one of the required courses will

submit signature assignment grades to the minor coordinator. Assignments should demonstrate the achievement of the course goals. Students must complete each minor course with a C or better.

c. Signature assignments will be evaluated by the coordinator after the first year of the minor to determine relevancy and effectiveness in achieving the goals/learning outcomes. Assignments will be decided by faculty teaching the course.

d. A clear articulation of student learning outcomes (qualitative and quantitative) An exit survey will be created for program completers to determine if students felt the program was successful in achieving the minor goals.

e. Evidence that a review process for the minor has been developed (qualitative and quantitative). Quantitative data (course grades and signature assignment grades) will be collected, as will the responses to the exit survey.

Justification of the Need for This Minor

a. National/Regional Trends (as applicable) -Is there demand for such a minor? What national trends or documentation establishes a need or benefit in having such a minor?

One way to prepare teachers and other professionals who will be working in urban environments is to provide educational and service-learning opportunities to better understand the culture and community. The foundation for an interdisciplinary minor in urban education provides such opportunities. Elective courses offer a breadth of areas which may be of interest to students over many majors.

Students with an interdisciplinary minor in urban education will have a strong foundation of knowledge of urban communities, schools, and classrooms. This knowledge is beneficial but not limited to urban teachers, school leaders, counselors, school or district administrators, social workers, healthcare professionals, youth and community-organizational leaders. Additional benefits of an interdisciplinary minor in urban education would be useful for any occupation which might involve interaction with urban communities. An array of elective courses allows students to frame a minor to their area of study.

John McKnight, Co-Director, Asset-Based Community Development Institute said, “You can’t know what a person or a community needs, until you first know what they have. Unless you know what is happening in the local area/neighborhood in which you work this will be difficult to achieve” (ABCD Institute, 2018). McKnight identifies three key outcomes for success in promoting individual and community strength:

Knowledge: It is vital we know what is going on in the area.

Identity: Through a shared identity with the local area and neighborhood, it is far easier to work together and to build on the strengths of that community.

Pride: In order to really harness the assets of a local community you have to believe in them. If we as workers have that pride in a neighborhood and community, we will be the ones fighting for it and celebrating it.

Culture and context are important in all settings, and not limited to education. The National Science Foundation reports that urban areas, home to three-fourths of U.S. citizens, are undergoing major social, economic, and environmental transitions as their structures and functions change. An integrated approach to urban studies could help reduce some of society's most difficult problems. "Social capital could be integrated with physical infrastructure. Education could build on these results, integrating social and natural sciences with information technology for real-world learning experiences, and urban land could be used more rationally" (Brown, 1997).

According to a study released by the Steinhardt School of Education at New York University (2018), urban school districts experience the greatest shortage of qualified new teachers who are willing and able to work in challenging classroom environments inherent in urban schools. This information is significant to the proposed interdisciplinary minor in education. Regionally, there are high percentages of students receiving free and reduced meals. The percentage of students receiving free or reduced-price lunch is used as a proxy measure for the percentage of students living in poverty. As an indication of high needs, here are percentages of students who qualify for free and reduced lunches in South Jersey: (ACNJ, 2016). This region is home to many urban/low income rural areas where the minor would serve our students who will in turn serve the communities in many ways.

Table 1: Percentage of students receiving free/reduced lunch in our region:

| |
|-----------------------|
| Atlantic County – 45% |
| Burlington – 36% |
| Camden - 49% |
| Cape May County – 52% |
| Cumberland – 55% |
| Gloucester – 39% |
| Salem – 47% |

White pre-service teachers also have limited opportunities to become culturally aware of how the education of urban students may be a different experience than the one they had in school (Hancock, 2011). An interdisciplinary minor in urban education would provide students with additional perspectives on urban schools and communities – including an in-depth look at sociological, economic, and race/cultural perspectives.

To be an effective educator in urban environments, teachers must see students beyond stereotypes by, "acknowledging and comprehending ways in which culture and content influence their lives and learning" (Darling-Hammond, 2002, p. 209). Schaffer, White, & Brown (2016) write, "Teachers should not only address how they think about curriculum and instruction, but also how they think about social context and their students" (p. 2). Nieto (2013) suggests teachers consider "attitudes and beliefs about their students, their relationships with them, and their knowledge about their families and backgrounds" (p. 20). Students wanting to

teach in an urban area will benefit from this minor as they will gain a greater understanding of culture and community and how it impacts schools and students.

Outside of teaching, there are many benefits to other majors in a minor in urban education. Table 2 lists several areas where the minor may strengthen a student's major.

Table 2: Occupations where a minor in urban education may fit (University of Tennessee Center for Career Development, 2019).

| |
|--|
| Federal departments and agencies such as: |
| Departments of Agriculture, Education, Interior, Commerce, Defense |
| Health and Human Services |
| Drug Enforcement Administration |
| Environmental Protection Agency |
| Housing and Urban Development Veterans Affairs |
| National Institutes of Health |
| National Institute of Aging |
| State and local government |
| Planning and development commissions |
| National, state, or local parks or recreation departments |
| National, state, or local news sources |
| Housing authorities |
| Transportation departments |
| Social service agencies |
| Peace Corps and AmeriCorps |
| Community service agencies |
| Advocacy groups |
| Federal, state, and local government |
| United Way agencies |
| Religiously-affiliated service organizations |
| Private foundations |
| Adoption and child care agencies |
| Nursing homes and retirement communities |
| Hospitals and wellness centers |
| Halfway houses |
| Vocational services |
| Educational information services |

b. Student Interest: What is the students' interest in such a minor? Why would students wish to earn such a minor?

Using Survey Monkey, a student survey was conducted through the Office of the Vice President for Student Affairs between November 5-20, 2018. 635 students responded to the following questions. **See Appendix B for data summaries.**

Table 3: Responses to student survey conducted in November on interest in the minor.

| Q 1 What is your gender? | Q2 What is your school year? | Q3 Are you familiar with a minor in urban education? | Q4 would a minor in urban education add value to your Stockton degree |
|--------------------------|-------------------------------------|--|---|
| 79% female | 25% freshmen | 34% yes | 65% yes |
| 20% male | 21% sophomore | 61% no | 21% no |
| 1% prefer not to answer | 24% junior | 5% unsure | 8% unsure |
| | 23% senior | | 6% other |
| | 4% graduate 3% other not defined | | |

Students responding ‘other’ in Q4 noted they didn’t know what the minor was, it didn’t match their major, the minor was not for them but could benefit others, or they already had a minor. As noted from the results of the survey, without knowing the specifics of the minor, 65% of students reported the minor would add value to their Stockton degree.

Since this minor is not limited to education majors, students anticipating work in an urban community (school leaders, counselors, school or district administrators, social workers, healthcare professionals, and youth- and community-organizational leaders e.g.) would also benefit from an interdisciplinary minor in urban education.

The following statements are from faculty in support of the minor:

The public health program wholeheartedly supports the minor in urban education. The minor is an important addition to our mission of educating students about diverse populations.

~ Lisa Calamidas, Associate Professor of Public Health

I fully support the creation of the interdisciplinary minor in urban education at Stockton. An urban education minor would increase our community engagement efforts and help build a bridge between our institution and local schools.

~Christina Jackson, Assistant Professor of Sociology

The proposed Interdisciplinary Minor in Urban Education has the potential to benefit many Economics majors and minors – especially those who have an interest in teaching social studies. While the Economics program’s majors and minors are generally well-positioned to take the social studies teaching certification (owing to their economics and SOBL-rich cognate courses),

the proposed minor in Urban Education will provide them a rich set of courses and tools for embarking upon a career in teaching in urban school districts. Equally, the proposed minor may benefit the economics programs as two of its courses (Urban Economics and Economics of Social Welfare) will be electives in the new minor. Thus, EDUC students who may not have otherwise discovered economics may develop an interest in it – especially the program’s minor (which has seen steady growth in recent years). Thus, the Economics program sees the proposed Interdisciplinary Minor in Urban Education as an unqualified “win-win” and strongly supports it.
 ~Oliver Cooke, Associate Professor of Economics

The social work program is pleased to support the proposed Minor in Urban Education. Many BSW students are interested in working with children, and some have a goal of working in educational settings. The Urban Education minor will help prepare them for this type of work, and will be a nice addition to their resumes or graduate school applications. I will be including this new opportunity in many future discussions with my preceptees.
 ~Rachel Kirzner, Assistant Professor of Social Work

I consulted with the following faculty regarding courses: Christina Jackson; Sociology, Lisa Calamidas; Public Health, Rachel Kirzner; Social Work, Daniel Moscovici, Environmental Science, Daniel Tome; Service Learning, Erin O’Hanlon; Service Learning, Oliver Cooke; Economics, Ellen Mutari; Economics, Awilda Colon; Center for Community Engagement, and Keith Williams; Psychology.

The succession of courses offered in this interdisciplinary minor would further prepare students to teach/work in an urban environment.

The minor will be of interest to teachers and others who may work in urban areas. It is not meant to prepare K-12 teachers to teach in an urban environment – therefore education or pedagogical courses are not included. Additionally, the minor would enhance a major, allowing students to better understand the community in which they may teach or work. Please note the support from faculty on pg. 7. I received support from economics, social work, sociology, and public health. The support statements from my colleagues in these areas strengthen the minor and the enhancement it would provide students in various disciplines.

In this minor, students will explore historical and sociological, economic or environmental perspectives of urban communities and schools. Students will investigate the relationship between race, privilege, poverty, equity and social justice and the impact each of these has on students’ academic success. Through a service-learning experience, students will also observe and document the parallels between course work and field observations.

c. Target Groups:

- What groups will the minor target? **Students who have interest in or are studying a discipline that may have them working in an urban environment** (urban teachers, school leaders, counselors, school or district administrators,

social workers, healthcare professionals, youth and community-organizational leaders)

- What student population might benefit from the establishing of this minor?
Students looking for a minor to supplement their majors, or support an interest in education or social justice, for example.
- What majors might benefit from coursework within this minor? What graduate programs might this impact?
Including but not limited to the following; education, health science, criminal justice, sociology, psychology, business, economics.

d. Students:

Estimate anticipated enrollments from the minor's inception until a steady state or optimum enrollment is reached.

Table 3: Anticipated Enrollment

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------|--------|--------|--------|--------|
| 20 | 30 | 40 | 50 | 60 |

***Please see Appendix A for a table indicating neighboring institutions and with similar program offerings.

Program Resources

Briefly describe the additional resources needed to implement and operate the minor during its first five years. I extensively researched courses offered – noting which courses were active, and which were on the books but not taught in a number of years. I reached out to faculty teaching current courses to determine the availability for additional seats resulting from the minor. All courses offered in this minor have seat availability – thus no impact to other programs and additional faculty are needed.

Appendix A has email exchanges with various faculty on the availability of seats in their respective courses.

Please comment on all of the following that apply:

- budget to support the minor – **compensation for the coordinator**
- the number of faculty and their program affiliations – **current faculty is sufficient**
- computer equipment – **current resources are sufficient**
- adequate facilities including library and laboratory equipment – **current facilities and equipment are sufficient**
- technological infrastructure and computing - **current resources are sufficient**
- print and non-print material - **current resources are sufficient**

- adequate staff, and support personnel and administration – **current staff and support personnel and administration are sufficient**

Requirements for Achieving the Minor

Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the minor.

- a. All proposed minors must include a minimum of 8 credits taken at the 3000 or 4000 level and total a minimum of 20 credits overall. **One core course, one service learning course and six electives are at the 3000 level.**
- b. Students may select from a group of interdisciplinary courses allowing an individual focus on the courses to suit students' interest.
- c. There is one prerequisite course for students to enroll in the minor: Intro to Sociology (SOCY 1100). It is important for students to have a foundational understanding of the study of the development, structure, and functioning of human society. Before moving through the courses in the minor.

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Journal of Curriculum and Instruction, 4(1), 70-85.

Appendix A: Describe similar programs within the state and in neighboring states and compare this program with those currently being offered.

Programs similar to the proposed Interdisciplinary Minor in Urban Education were identified using, in part, the Inventory of Degree Programs offered by New Jersey Institutions of Higher Education.

No other program replicated the breadth of interdisciplinary engagement and commitment to service learning of the Interdisciplinary Minor in Urban Education. This minor provides three course options for service learning. While researching neighboring schools and programs, it was noted that many offer school-based fieldwork experiences to fulfill an experiential learning component, but only one other program (Rowan at Camden) offered service-learning. The strength of service learning in this minor is providing students with opportunities to complete services hours in community-based organizations – not limited to schools or educational facilities.

Table 4. Interdisciplinary minor in urban education compared to existing programs in New Jersey

| Program | Interdisciplinary Curriculum | Experiential Learning Requirement |
|--|---|--|
| Minor in Urban Studies St. Peters University | Primary focus on sociology, urban anthropology, ethnicity, race | Field work, no service learning |
| Urban Studies concentration, Montclair State University | Urban Studies concentration within the Geography BA and Urban Studies minor focuses on social, political, cultural, economic and environmental interactions | Optional internship |
| Urban Education minor, University of Delaware | Core education courses with a varied list of electives across disciplines; sociology, geography, politics, community development | Field work, no service learning |
| Interdisciplinary minor in urban education. Stockton University | Sociology, education, –political science, arts and humanities, environmental science, economics, general studies | YES – incorporates opportunities for, service learning, guided reflections and supervision, |

| | | |
|--|---|---|
| B.A. Urban Studies/Affairs, Rutgers University/Camden | The study of cities: how they function, grow, and prosper or decline. Policy-focused and interdisciplinary coursework: | YES – fieldwork and internship opportunities |
| M.A. Urban Education and Community Studies, Rowan University | 12 credit hour core, 12 credit hour concentrations, 6 credits of electives and 6 credits of research and thesis. | No- designed for evening and weekend course offerings |
| B.S., M.A.T. Urban Education, The College of New Jersey | Dual major with suggested areas: biology, English, history, iSTEM, mathematics, Spanish, and Women's & Gender Studies. | Field Experiences, no service learning |
| Ed.D Urban Leadership, Kean University | Designed for administrators, focus on education, research and fieldwork | NO- weekend and evening course offerings |
| M.A. Urban Education, New Jersey City University | Focus on teaching, research, designed for teachers with at least one year teaching experience | NO- |
| M.A Teaching – Urban Education, with a specialization in ESL, New Jersey City University | Extensive –public policy, visual arts, human anatomy, literature, philosophy, history, theology, Africana studies, Latin America and Latino Studies, women and gender studies | Field Experience, no service learning |

Appendix B: Email correspondence regarding available seats in courses

DiGiorgio, Emari
 Tue 7/24/2018 6:22 PM
 Dear Meg,

After consultation with key members of the Writing Program, we've decided that the full program needs to explore this issue in greater detail before we can give our blessings to being part of the new Urban Education concentration/minor in EDUC.

For your reference, HLTH also advises students to take this course, though it is not officially part of their curriculum, and we offer very few sections each term.

As a program, we're not sure we had not intended for other programs to require it or include it as a research methods class, and if programs are interested in this, we need to clarify the courses' curriculum for it to be taught outside of the program. Given our general shortage of W1 courses for freshmen right now (we will be deferring students again this fall), it will strain us to try to offer many sections of the course without training many of our current adjunct faculty--an endeavor we're not sure we can take on right now.

Ciao,

Emari DiGiorgio
 Professor of Writing & First-Year Studies
 The School of General Studies
 Grievance Officer, Stockton Federation of Teachers, Local 2275

Kirzner, Rachel
 Mon 7/16/2018 12:22 PM
 Hi Christina.

I agree about Place Matters!

Meg also let me know about the project, and I'm available to discuss. It sounds like a great idea.

Hope your summer is going well!

Rachel

Rachel Kirzner, PhD, MSW
 Assistant Professor of Social Work
 Stockton University
 101 Vera King Farris Drive, H202-J
 Galloway, NJ 08205-9441

P - 609-652-4689
Rachel.Kirzner@Stockton.edu
www.stockton.edu

From: Jackson, Christina
Sent: Monday, July 16, 2018 9:24:36 AM
To: White, Meg; Kirzner, Rachel
Cc: O'Hara, John
Subject: Re: urban education minor

Dear all,

Rachel, I had a phone call with Meg and John and thought that Place matters fit within the minor. If you disagree with that, it's totally fine. I know it needs to be a decision both of us are on board with.

After hearing the description of the minor and thinking about your contribution to our course and Stockton, I also thought some of your other classes might fit the minor.

Happy summer,
Christina

--

Christina Jackson, PhD
Assistant Professor of Sociology
Stockton University
Phone: 609-626-3422
www.christinarjackson.com

Jackson, Christina
Mon 7/16/2018 9:26 AM
Dear Meg,

Happy to have urban sociology and Place matters included in the proposal, pending Rachel's decision. Looking forward to the development of the minor.

Best,
Christina

--

Christina Jackson, PhD
Assistant Professor of Sociology
Stockton University
Phone: 609-626-3422
www.christinarjackson.com

From: Colon, Merydawilda
Sent: Monday, August 20, 2018 12:10 PM

To: White, Meg
Subject: RE: course consideration

Hi Meg,

I am pleased to learn of the Urban Education concentration that you and John are developing. The GSS 3184 is one of the required courses for the Child Studies Minor. John Gray taught it last year and will be teaching it in the fall.

I support including the GSS 3184 as a required course for the Urban Education concentration, however; in the future, we might need to offer two sessions of the class to meet the demand.

All the best,
Awilda

Merydawilda Colón, Ph.D., L.S.W.
Executive Director,
Stockton Center for Community Engagement
Professor of Social Work
Stockton University
101 Vera King Farris Drive
Galloway, New Jersey 08205
Office: B-109
Phone: 609-652-4535
Fax: 609-626-3467

Moscovici, Daniel

Thu 9/13/2018 12:14 PM

Hi John & Meg,

I heard you are proposing a minor in urban studies. I'd be happy to help/collaborate.

My phd is technically city & regional from Penn, but Environmental Planning focus.

I think the GIS courses I teach internationally can be useful (International Tourism and Development + Greek to Me). And some of my program courses in ENVL - Environmental Planning or Regional planning - does address both urban and environmental areas - they are inextricably connected.

Anyways, happy to talk more, help, or whatever. I know AC very little, but know Philly and many other cities in the US and around the world very well.

Best,
Dan

Daniel Moscovici, PhD
Associate Professor of Environment & Sustainability
Coordinator of Environmental Science/Studies Program
Stockton University
[101 Vera King Farris Dr](#)
Pinelands National Reserve, NJ 08205
[+1-215-688-2910](#)

Jackson, Christina
Wed 10/3/2018 5:00 PM

I'm teaching that now. That's the course that I took from Jessie when she left. I think it would definitely fit, but I don't know what it is capped at. That's a course that you may have to be a junior to be in.

From: White, Meg
Sent: Wednesday, October 3, 2018 1:21 PM
To: Jackson, Christina <Christina.Jackson@stockton.edu>
Subject: Re: urban ed minor

What about SOCY 3642? Do you think that would work as a research course for the minor?

Meg White, Ed.D.
Associate Professor of Education
Director, Stockton Urban Teacher Academy
Stockton University
609-626-6077,
meg.white@stockton.edu

Co-author: *Questioning assumptions and challenging perceptions: Becoming an effective teacher in urban environments*. Rowman & Littlefield: Lanham: MD.

From: Jackson, Christina
Sent: Tuesday, October 2, 2018 9:30 AM
To: White, Meg
Subject: Re: urban ed minor

Oh yes, all of the courses are available to all students.

Christina Jackson, PhD
Assistant Professor of Sociology
Stockton University
Phone: 609-626-3422
www.christinajackson.com

From: "White, Meg"
Date: Friday, September 21, 2018 at 10:40 AM
To: Christina Jackson
Subject: Re: urban ed minor

Thanks for getting back to me. So, by seats I mean enough slots for students to register and get into the course. I inquired about a research course and I was told they don't have enough slots for students now, so adding more students would be nearly impossible. Since these are courses available to all students, I don't foresee this as an issue.

Meg White, Ed.D.
Associate Professor, Teacher Education
Director, Stockton Urban Teacher Academy
Stockton University
609-626-6077,
meg.white@stockton.edu

From: Jackson, Christina
Sent: Friday, September 21, 2018 10:11 AM
To: White, Meg
Subject: Re: urban ed minor

Hi!

Yes, we both teach Intro to Soc. Since I'm still a little new here, when you ask for seats for urban ed minors, do you mean if there can be reserved spots for them each semester we teach? Similar to how Betsy holds for spots for Freshman? Just want to be clear. I'm not sure how that works. If so, I don't mind saving a few seats for students, but we'd have to talk to Betsy about it.

The Schools and Society course was either taught by Franklin (who retired) or Shawn Donaldson. I think one of them owned the course and it has kind of been dormant for a while. That's all I know.

Christina Jackson, PhD
Assistant Professor of Sociology
Stockton University
Phone: 609-626-3422
www.christinarjackson.com

From: "White, Meg"
Date: Wednesday, September 19, 2018 at 1:55 PM
To: Christina Jackson
Subject: urban ed minor

Hi friend,

I hope your semester is off to a great start. I am back to work on my minor proposal and I have a few questions for you.

I see you and Betsy are teaching the Intro to Socy course right now. If this becomes a prerequisite for the minor, will you have seats for students? I have no idea at this point how to estimate the number of students interested in the minor. What do you think?

I'm trying to find out some information on a course called Schools and Society (SOCY 2290). I don't see it offered in the past few semesters. Do you know anything about it?

Thanks for your help.

Meg White, Ed.D.
Associate Professor, Teacher Education
Director, Stockton Urban Teacher Academy
Stockton University
609-626-6077,
meg.white@stockton.edu

From: Miller, Gene J.

Sent: Friday, August 10, 2018 9:28:17 AM

To: White, Meg

Subject: Re: Human Geography course

Good Morning Meg! I am honored to have my course considered. Because the course is tied to current events and related research we do have urban issues presented and discussed throughout the semester. The course however takes a more global cultural view of the issues but in the areas of American Women's Rights, The Women's Goals of the March on Washington, America's Racism-Where Is the Civil Rights Movement Today, DACA, Sanctuary Cities, Black Lives Matter, Poverty and Education in the Inner Cities of America and How Do We Stop the Gun Violence in Chicago are some of the topics of research, presentation and class discussions that may directly relate to your new minor. These are not listed on my syllabus. The topics are also expanded to allow the students to choose an issue that they are inspired to research which is not selected by me.

As you well know most of our students have high interest and motivation in a variety of areas and I believe it is my job to peak their interest to increase their depth of knowledge but to also expand it into new horizons. I will forward my syllabus for the fall semester as per your request shortly.

See you in the copy room soon,

Gene

On Aug 9, 2018, at 5:21 PM, White, Meg <Meg.White@stockton.edu> wrote:

Hi Gene,

I am working to develop a concentration in Urban Education within EDUC. We are interested in a course you teach GSS 2211 Human Geography as a core course in the minor. It is conventional for faculty proposing a new program/concentration/minor to ask other faculty members if their courses may be used in the development of a new program.

I learned you are teaching the course in the fall. Would you be willing to share your syllabus so we can see if the course might fit into the minor? I would be happy to provide any additional information regarding the minor if you would like.

Thank you for your consideration.

Meg White, Ed.D.
Assistant Professor, Teacher Education
Director, Stockton Urban Teacher Academy
Stockton University
609-626-6077,
meg.white@stockton.edu

Keenan, Claudine
Wed 3/6/2019 3:29 PM

Dear Meg,

Please accept this statement of support to concur with your colleagues' approval of Urban Education as an in-program (TEDU) minor housed in the School of Education.

Claudine Keenan

Dean of Education

Stockton University

609-626-3593

From: White, Meg
Sent: Wednesday, March 06, 2019 12:58 PM
To: Keenan, Claudine <Claudine.Keenan@stockton.edu>
Cc: Boakes, Norma <Norma.Boakes@stockton.edu>
Subject: minor

Hi Claudine,

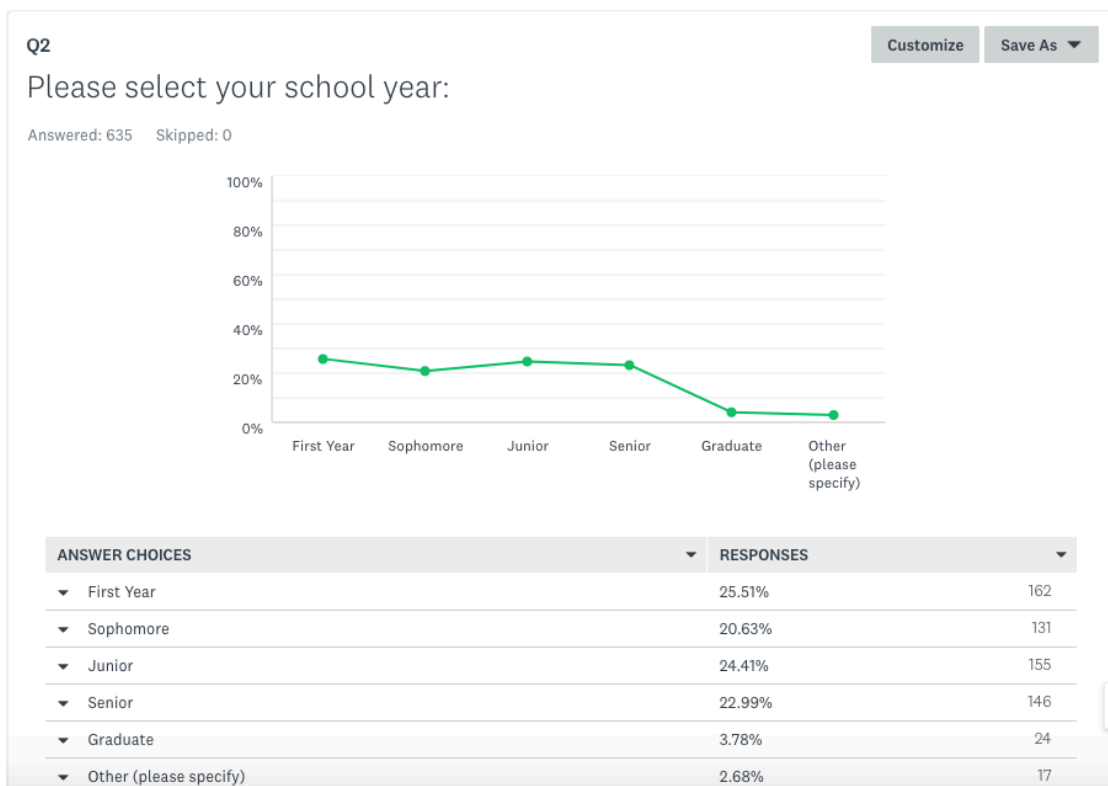
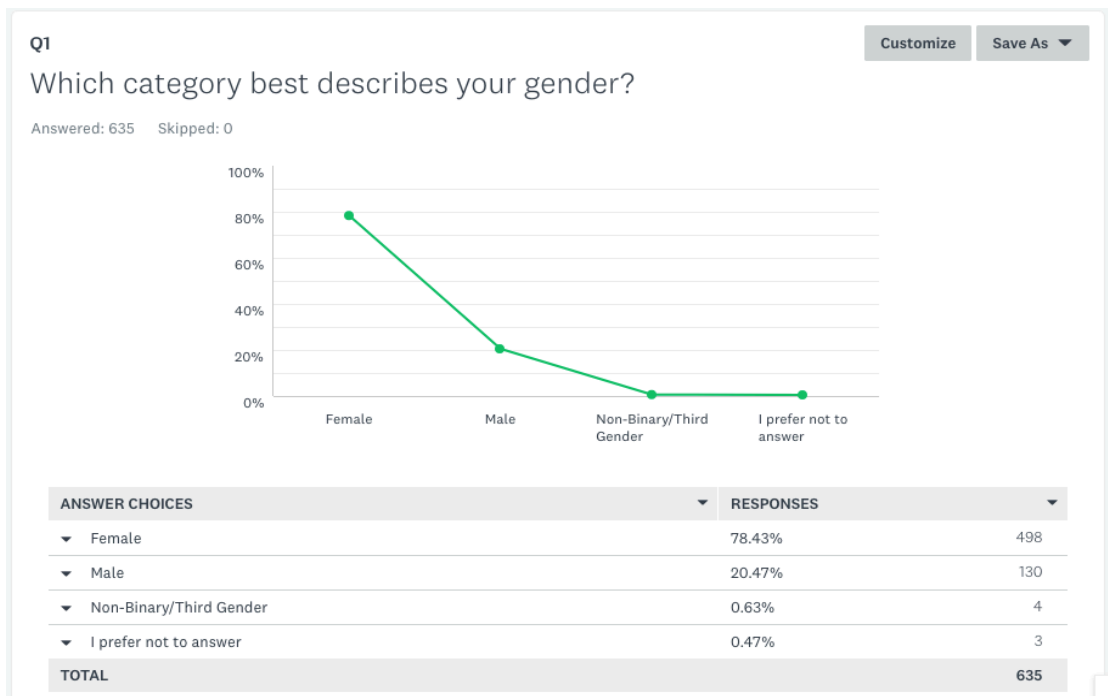
I consulted with EDUC faculty this morning and gained approval to include EDUC 1515 and 2231 in the minor and to house the minor in EDUC.

Per the AP&P recommendation, I am hoping to get a statement of support from you to include in the proposal which is now on the agenda for the March Faculty Senate meeting.

Thank you.

Meg White, Ed.D.
Associate Professor of Education
Director, Stockton Urban Teacher Academy
Stockton University
609-626-6077
meg.white@stockton.edu

Appendix B: Data summary from Survey Monkey



Q3

Customize Save As

Have you ever heard of urban education as an academic field of study?

Answered: 635 Skipped: 0



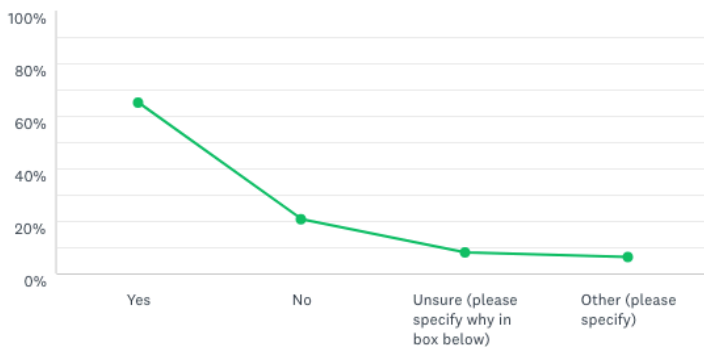
| ANSWER CHOICES | RESPONSES |
|----------------|------------|
| Yes | 33.54% 213 |
| No | 61.42% 390 |
| Unsure | 5.04% 32 |
| TOTAL | 635 |

Q4

Customize Save As

Do you believe an interdisciplinary minor in urban education would add value to your Stockton Degree?

Answered: 635 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|--|--------------------|
| Yes | 65.04% 413 |
| No | 20.63% 131 |
| Unsure (please specify why in box below) | 8.03% 51 |
| Other (please specify) | Responses 6.30% 40 |
| TOTAL | 635 |