

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BEF 483, Introduction to Educational Policy and Reform

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

This course is one of the five required courses for the proposed undergraduate minor in educational policy and reform. As the introduction to issues regarding educational policy and reform in the United States, it is a necessary foundation for undergraduate students seeking to understand the complex nature of educational policy and reform.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

The proposer is Dr. Philo Hutcheson; other qualified faculty members include Drs. Bryan Mann, Natalie Adams, and John Petrovic. The instructor must have expertise in educational policy students based on instruction, scholarship, or both. Dr. Hutcheson has examined educational policy in his scholarship, in terms of both the k-12 and higher education levels; in addition, he taught the introductory required course for all new doctoral students for five years at his previous institution, Georgia State University.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

This course is part of the proposed undergraduate minor in educational policy studies.

4. Indicate how frequently and during which semesters the class will be offered.

This course will be offered every year in the fall semester.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

There is no fee for the course other than the tuition and fees normally charged for a University of Alabama undergraduate course.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

To determine the effectiveness of the course, we will rely on course evaluation forms that students complete. To determine whether or not the course should continue, we will look at enrollment figures, demand for course, and student feedback.

- D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

There are no additional resources needed, and the faculty load is simply met because of the loss of the Gadsden Center courses and the two normally taught by the instructor (BEF 653 and BEF 654).

RECOMMEND FOR APPROVAL:


Department Head

10-16-17
(date)

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 10/3/17 Department ELPTS College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BEF 483

Add Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # _____

Title Introduction to Educational Policy and Reform

Short Title (30 characters or less) Educational Policy and Reform

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course introduces undergraduate students to U.S. educational policy and reform by focusing on the relation of the public school to the state, on principles of education, and on the possibilities for reform. Students will analyze contemporary policy debates and reform efforts in view of philosophical perspectives, policy histories, and empirical support.

1. Credit Hours 3

2. Prerequisites none

3. Corequisites _____

4. Cross Listed (Equivalent Courses) None

Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) None

Slash listed courses refer to the courses offered by the same department at different levels.

„ Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture _____

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

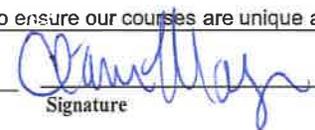
9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

This course is part of the newly created Educational Policy Studies minor, so our team has done a comprehensive review to ensure our courses are unique and appropriate.

Department Head: Claire Major


Signature

10/3/17

Date

BEF 483
Term: TBD
Introduction to Educational Policy and Reform
College of Education
The University of Alabama

Instructor: Philo Hutcheson
205-348-5641
pahutcheson@ua.edu
Office: 328c Graves Hall
Hours: Wednesdays, 2:00 to 4:00 p.m.
Or, by appointment.

Catalog Description

This course introduces undergraduate students to U. S. educational policy and reform by focusing on the relation of the public school to the state, on principles of education, and on the possibilities for reform. Students will analyze current policy debates and reform efforts in view of philosophical perspectives, policy histories, and empirical support. 3 semester hours.

Course Topics

As stated above, the course topics are the relation of the public school to the state, the principles of education in the United States, the possibilities for reform, contemporary policy debates, and reform efforts.

Mission of the College of Education

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

College of Education Vision Statement

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: **Unites, Acts, and Leads (UA Leads)**. By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Knowledge Base/Rationale for the Course



The Educational Policy Studies undergraduate minor has the purpose of preparing students to understand the process of policymakers and scholars define, understand, and advocate for solutions to educational issues in the United States and beyond. This introductory course establishes part of the necessary foundation for understanding the complexity of educational policies and policy decision-making in the United States.

Course Methods and Required Papers

This course uses discussion and occasional lectures examining educational policy and reform. Papers are designed for students to develop increasingly sophisticated ways of examining and presenting aspects of educational policy and reform as well as understanding the roles of a variety of actors in policy and reform.

There are three required papers. The first is a five-page paper discussing the central arguments of *A Nation at Risk* (a .pdf file with that report is available on the course's Blackboard page). The second is a five to seven-page paper reviewing two articles on educational policy in the United States since 1980. The final paper is a ten to fifteen-page paper examining a state's educational policy since 2000; that paper must include at least five articles or chapters, or one book, that is not one of the required readings.

Student Learning Outcomes

By the conclusion of the course, the students will:

Understand the variety and nature of organizations and individuals that influence educational policy in the United States;

Understand the variety of means by which organizations and individuals influence United States public education;

Recognize the differences among federal, state, and local aspects of educational policy and reform.

Syllabus Changes

This is a syllabus, and only a syllabus. We may agree to change it.

Possible Course Texts and Readings

Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* (New York City, NY: Basic Books, 2010).

David Tyack and Larry Cuban, *Tinkering Toward Utopia: A Century of Public School Reform* (Cambridge, MA: Harvard University Press, 1995).

Journal articles from any of several education research journals such as *Educational Policy*, *American Journal of Education*, and *Educational Researcher*.

Grading, Papers, and Reading Assignments

The central expectation of this course is that students will develop a quality of discourse--oral and written--based on evidence and argument, which results from an understanding of the different meanings and impacts of policy on educational institutions. Specific criteria will serve as the basis for the evaluation of written and oral discourse. The Analytical Rating Guide offers these criteria, and I will distribute the Guide during the first class. I will also distribute Technical Writing Errors at that time; that piece highlights technical issues in writing. After distributing the Analytical Rating Guide and Technical Writing Errors I will discuss my expectations for writing a good paper. For a fundamental book on writing well, one that has been around for decades, see William Strunk, Jr. and E.B. White, *The Elements of Style* (New York City, NY: Penguin Press, 2005).

The grading scale is as follows: A, 25 to 24 points on the Analytical Rating Guide; A-, 23 to 22 points; B+, 21 to 20 points; B, 19 to 18 points; B-, 17 to 16 points. A C+ is 15 to 14 points, a C is 13 points, a C- is 12 points; D+, D, and D- are 11, 10, and 9 points respectively, while an F is 8 points or lower. I follow the rubric of the Analytical Rating Guide because it emphasizes the higher order writing concerns of ideas and content, organization, and voice. In general, such lower order issues as sentence structure and word choice become stronger as students write well in such areas as ideas and content.

All of my evaluative comments are marked by either horizontal or vertical brackets (as an example, here are horizontal brackets: < >), and I tend to use phrases from the Analytical Rating Guide as examples of strengths or weaknesses in the paper. I also tend to make a lot of notes in regard to basic grammar in order to alert each writer to those problems; those comments are technical and not evaluative. In the case of technical comments, I will use the Technical Writing Errors document, and mark in the margin of your paper the number to which you need to refer, such as (a common one) TWE: 7.

Students must submit their papers, whether in hard copy or as an e-mail attachment in Word, by 12:00 midnight on the date listed in this syllabus for each paper. I will grant exceptions (except, of course, for reasons mandated by the University of Alabama, so that in that case the exception will occur under the specific guidelines of the University of Alabama) only on a case-by-case basis; your clear and reasonable explanation forms the foundation of my decision. I will ignore last-minute (i.e. with less than 48 hours remaining before the paper deadline) requests for extensions unless, of course, the request falls under the rubric of University of Alabama requirements. If you submit a paper late without an approved extension, you will receive an F for that assignment.

In regard to academic honesty, it is an anathema to me that I need to make any statement about such a problem. Nevertheless, in this litigious age it is better to err on the side of caution; you need to refer to the University's policy on academic honesty.

In regard to attendance, I have found unfortunately that some students choose to miss class or arrive late far too frequently. It is imperative that you are a participant in the class, whether or not you are an active discussant. Therefore, if I become concerned about your attendance, I will send you a warning note, and if the problem continues without adequate explanation, I will inform you that I will drop your final grade by a full grade.

I have a simple cell phone policy. Turn it off, or I may answer it for you; cell phones ringing in class disrupt class discussion. (If you are waiting for an emergency call, let me know.) If I think that you are text messaging during class, I will take your cell phone and return it at the end of class.

There are three written assignments for this course; those in addition to your participation in the course will constitute the final grade. All papers must use a style manual such as the *Publication Manual of the American Psychological Association* (often called the APA manual), or *A Manual for Writers of Term Papers, Theses, and Dissertations* (often called the Turabian manual), or the *MLA Handbook*. The first paper is worth 20 percent of the final grade, and the second paper (the book review) is worth 25 percent. The final paper is worth 40 percent of the final grade. Your class participation is worth 15 percent of the final grade. The first paper must review an article on educational policy and reform in the United States; the article may not be from the required readings. The second paper is an examination of a recent local or state or federal educational policy, with specific attention to the actors involved and the communities affected by the policy. The final paper is an examination of the consequences of an educational policy (at the local, state, or federal level), with specific attention to the communities affected by the policy and their role in the development and implementation of the policy.

Be prepared to discuss both current and past readings for the course each time we meet.

Certain articles and books are recommended readings. There is no expectation that you will review any of those pieces in preparation for the class under which they are listed. Rather, they are a beginning for you in case you are interested in that topic, whether in the case of a paper for the course or for future papers or research.

Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

UAct Statement

[The UAct website](#) provides an overview of The University's expectations regarding respect and civility.