

**COLLEGE OF EDUCATION  
NEW COURSE PROPOSAL FORM**

**COURSE NUMBER/NAME** BEF 486: Designing Educational Policy Research

- 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.

**The rationale for this course is to provide a culminating experience for students enrolled in the newly proposed Educational Policy Studies undergraduate minor.**

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.

**Dr. Bryan Mann is the proposer of the course and the affiliated faculty of the undergraduate minor. The qualifications are that the faculty's area of research relate to and inform educational policy. This typically includes faculty who have "policy" in their degree title, or those who conduct educational research within a field that has an impact a topic within the policymaking process (history, philosophy, or sociology).**

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

**This will be for the Educational Policy Studies minor in the Social and Cultural Studies program in the Department of Educational Leadership, Policy, and Technology Studies.**

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

offered.

**We intend to offer this course once every 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.

N/A

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.

**The Social and Cultural foundations program will rely on this course as the course that helps determine if students should qualify for the Educational Policy Studies minor. The primary artifact used for evaluation is the final project presented at the end of the course. Assessments related to this project will be the primary data points, as well as course enrollment, and student feedback.**

- D. Provide the following information for review by the Department Head and the Dean:
  1. The course rotation will be redesigned such that existing faculty will be able to cover these new courses. For example, some courses may be moved to an every other year rotation.

RECOMMEND FOR APPROVAL:

  
Department Head 11-7-17  
(date)

- E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

**A search of the course inventory on MyBama showed no other undergraduate courses in the college cover educational policy and research design.**

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

**As this is a minor for students outside the College of Education, no other programs in the College will be impacted, except to the extent that students in the minor may be attracted to study in the College beyond the minor.**

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

N/A

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

**This course will provide the capstone experience for the undergraduate Educational Policy Studies minor. The minor is focused on training students the nuances of educational policy topics, including how research informs practice. This course is a culminating course to synthesize the skills students learned in the minor.**

**RECOMMEND FOR APPROVAL:** \_\_\_\_\_  
Chair, Curriculum Committee (date)

**APPROVED** \_\_\_\_\_  
Dean (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 486

Add  Change  Inactivate

Type of modification:

Title \_\_\_\_\_ Description \_\_\_\_\_ Credit hours \_\_\_\_\_

Type \_\_\_\_\_ Grade \_\_\_\_\_

Number \_\_\_\_\_ Old \_\_\_\_\_  
New \_\_\_\_\_

Classification of Instructional Programs (CIP) # 130401

Title Designing, Developing, and Presenting Educational Policy and Advocacy Research

Short Title (30 characters or less) Designing Education Research

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

### DESCRIPTION:

This is the capstone course for the Educational Policy Studies undergraduate minor.

The purpose of this course is to have the students create a small research project

that reflects on their learning from previous courses in the Educational Policy Studies

undergraduate minor.

1. Credit Hours 3

2. Prerequisites PSC 370, BEF 483, BEF 484, BEF 485

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 486: Designing Educational Policy Research, Section (TBD), Term (TBD), 3 credits

Dr. Bryan Mann  
306 Graves Hall  
348-4733  
[bamann1@ua.edu](mailto:bamann1@ua.edu)

**Office Hours:** To be determined

### **Course Catalog Description**

This is the capstone course for the Educational Policy Studies undergraduate minor. The purpose of this course is to have the students create a small research project that reflects on their learning from previous courses in the Educational Policy Studies undergraduate minor.

### **Prerequisites**

PSC 370, BEF 483, BEF 484, BEF 485. In limited cases, the instructor will make exceptions after discussion with individual students on a case-by-case basis.

### **Course Overview**

This course is the final course in the Educational Policy Studies undergraduate minor and thus requires the prerequisite courses PSC 370, BEF 483, BEF 484, and BEF 485 to ensure that students have the background knowledge needed to develop their own research project related to educational policy studies. The meeting sessions in the course are primarily focused on developing the students' projects, providing feedback on requisite components, and presenting final learning/research artifacts at the end of the semester. The projects involve students seeking out key educational issues, analyzing prior knowledge on these issues, and investigating potential solutions and/or recommendations related to these issues. This is primarily a project-based course in which students are evaluated on both the final learning artifact and the process they used to develop this learning artifact.

### **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).

The mission of the 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.

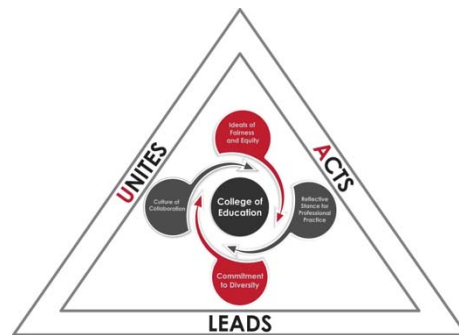
The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and 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.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.



### **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 capstone course builds on the knowledge students gained in prior Educational Policy Studies courses by having students cultivate their own interests and design a project that aligns with these interests. The scope of these projects depend on the student and depend only on that they relate to educational institutions and are able to provide recommendations on how scholars, policymakers, and practitioners can frame and solve educational problems. The students will be introduced and taken through the process of research. The students final product for the course, and thus the final product for their Educational Policy Studies minor, is an artifact such as a research report and presentation that depicts the knowledge they have of educational issues, research, and policymaking and advocacy.

### **Course Methods**

This course uses lecture and discussion to introduce weekly topics on researching educational issues. However, the primary method will be an iterative cycle of project development and instructor/peer feedback. Each week students will have a new component of their project that they will share and develop.

## Student Learning Outcomes

By the conclusion of the course, the students will:

1. Approaches to research
2. Identify a clear and compelling research problem
3. Identify, explain, and synthesize prior research
4. Read the research of classmates/colleagues and provide meaningful feedback
5. Devise a plan to conduct original research
6. Create an educational research project
7. Present and discuss the research project

## Possible Course Texts and Readings

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Publishing.

Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage.

Eryaman, M. Y., & Schneider, B. (2017). *Evidence and Public Good in Educational Policy, Research and Practice*. Springer.

Heck, R. H. (2004). *Studying educational and social policy: Theoretical concepts and research methods*. Routledge.

Anderson, G., & Anderson, G. J. (2016). *Fundamentals of educational research* (7<sup>th</sup> Edition). Pearson.

Educational research journals including, but not limited to:

*Educational Researcher*

*American Education Research Journal*

*Critical Studies in Education*

*Phi Delta Kappan*

*Educational Policy*

## Course Assignments

1. Class attendance and participation (10%): This course relies heavily on the iterative process of writing, research, and peer review feedback. Therefore, attendance for class sessions is mandatory. Student will be expected to be prepared to discuss and workshop not only their own writing, but also the writing of their peers.
2. Statement of problem (10%): The first assignment is to identify a topic or educational problem that demands further investigation. This is entirely based on the choice of each student. These



topics can relate to micro or macro phenomena. For example, a student may wish to explore the processes of implicit biases in a third grade class, or they may want to explore the social forces driving contemporary school segregation. Other examples may include the history of language policy in a local school district, decisions on textbooks in their home setting, or how teachers accommodate students with dyslexia in a city like Birmingham. These examples are to show students that there are ranges of topics students may wish to explore and these topics truly are dependent on their own interests.

3. Research questions and annotated reference list (25%): This assignment takes the statement of the problem and turns it into clear and compelling research questions, as well as a list of academic publications that have examined this topic in depth. Students must ask themselves, what is new about the topic that they seek to explore? How will their writing add knowledge?
4. Summary of research strategy (25%): Based on class discussions and readings, this assignment is for students to explain how they would conduct an investigation on this topic. Now, it should be clear that expectations of the research process are limited to the timeframe of the semester, so the students and the instructor will come to an agreement as to what is a reasonable plan of that fits within the semester calendar.
5. Final poster presentation (30%): At the end of the course, the students will be expected to showcase a poster presentation that will be open to all faculty in the program and any colleagues the students may wish to invite. This is the final assessment of the minor, and successful completion of this portion of the project will display what the student has learned and how they are qualified to receive the minor in educational policy.

**Grading Scale**

A + 97 – 100	B + 87 – 89	C + 77 – 79	D + 67 – 69
A 93 – 96	B 83 – 86	C 73 – 76	D 63 – 66
A - 90 – 92	B - 80 – 82	C - 70 – 72	D - 60 – 62
			F 59 or lower

**Policies**

*Policy on Missed Exams and Coursework*

Missed coursework will receive a zero (0) unless alternate arrangements are made with the instructor.

*Attendance Policy*

Class attendance is mandatory. After your second absence in the semester, you will receive a deduction of 2 points off your final grade for each class missed. Doctor’s excuses or family emergencies will be taken into consideration, but will be at the discretion of the instructor.

*Elasticity Statement*

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor

will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

### *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.

## **Tentative Course Outline**

- I. Identifying and justifying the problem
- II. Asking the right questions
- III. Finding the knowledge of others
- IV. Explaining and synthesizing the knowledge of others
- V. Choosing a research tool
- VI. Researching
- VII. Compiling findings
- VIII. Feedback
- IX. Preparing to present
- X. Final Showcase