

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 10/22/17 Department Dean's Office College College of 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. EDU 100

Add Change Inactivate

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New

Classification of Instructional Programs (CIP) # 13.0101

Title Role of Education in a Diverse Society

Short Title (30 characters or less) Role of Education

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

DESCRIPTION:

This course will explore the role of education in society. Students will examine historical and contemporary issues of education in society as well as with teaching, learning, curriculum, and reform.

1. Credit Hours 3

2. Prerequisites Students must be an Early College student with good standing.

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____
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) _____

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.

Department Head: _____

P. J. Albritton
Signature

10/22/17

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME Role of Education in a Diverse Society

- 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.
Students who take courses in Early College are less likely to choose a major in the College of Education than any college at The University of Alabama. At a time, when there is a teacher shortage, educator preparation programs are seeking ways to recruit future educators into their programs. This course is designed to introduce students to the profession. While, it is not required that students major in education, another reason to offer the course is to educate the citizenry about education and its impact on society.
 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. Kathy Wetzel – College of Education faculty.
 3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Early College only

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

As requested by Early College to meet the needs of the students enrolled in the program..

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

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.

Early College requests will determine if the course will be offered. Enrollment data as well number of Education majors that come from the course enrollments will be used as data points.

- 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).

This course will not be a course taught on load. The course will be offered by a faculty member as supplemental load or by an adjunct faculty member.

RECOMMEND FOR APPROVAL: _____
Department Head *(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.

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).

Since this course will not be taken by current University of Alabama students, it will not impact other programs or courses.

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).

The course will add the Dispositions and aspects of the Conceptual Framework in the course content.

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

EDU 100 The Role of Education in a Diverse Society

3 hours

To be determined
Office Hours

Mission of the College of Education

Our mission in 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.

Vision of the College of Education

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: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

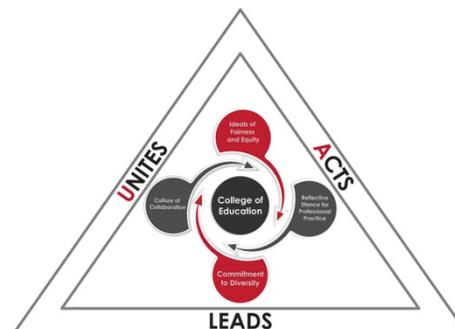
The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually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



Course Description

This course will explore the role of education in a diverse society. Students will examine historical and contemporary issues of education, including teaching, learning, curriculum, and reform.

Prerequisites

Students must be approved to take Early College coursework

Course Objectives

In this course, we will investigate four main themes related to schooling. Students will respond to the following questions:

1. What is the purpose of schooling? What are the societal expectations for schooling? What have been the purposes of schooling? Has the purpose of schooling changed over time? What are the similarities?
2. How do schools work?
3. What is teaching? What is learning? What is involved in fostering each?
4. How effective are schools today? Are there persistent problems that have existed over time? How do we improve schools and education? What is involved?

Student Learning Outcomes

Students will:

1. develop an understanding of the relationships between societal and educational changes.
2. extend and apply analytic and interpretive skills in the context of questions about education.
3. examine the changes, challenges, and issues in the contemporary educational system.

Social Behavioral (SB) Core Designation:

1. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline.
2. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
3. The course considers its subject in relation and its application to human concerns. 9. The course is not primarily methodological.
4. The course does not focus on professional skills.

Required Texts

Course readings will be digital readings located in Blackboard.

Other Course Materials

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author

Evaluation of Objectives/Grade Determination:

Exams and Assignments

Midterm Examination

There will be a midterm examination to assess the foundational knowledge developed by the students. Ongoing assignments will occur throughout the semester that will scaffold the practical knowledge and experiences of the students with the content and research knowledge provided during the course.

Ongoing Assignments--Position papers will be developed by students in response to readings and a prompt. A rubric will be provided as part of the assignment materials. **In the News assignments** will allow a student to focus on a contemporary issue in education and lead an online forum about the topic with the class. Dates will be assigned by the instructor. Topics will

be selected by each student. The **Educational Infographic Assignment** will allow students to focus on important aspects impacting education today. Students will provide statistics, graphics, and content that represent the importance of the educational information represented. Narratives will be included in the online submissions provided for the class. Rubrics will be provided to the students.

Educational Research Interviews will allow the students to not only learn about an aspect of educational research, but to conduct, analyze, synthesize, and present the results to the instructor and class. Videos/modules and readings will be provided to teach the students about educational interviews as part of the research process.

Educational Reform Assignment This assignment will give you the opportunity to apply what you have learned during this course to a persistent problem of schooling.

Evaluation of Objectives/Grade Determination:

Assignment	Percentage
Midterm Examination	10
Ongoing Assignments	40
Educational Research Interview Projects	20
Educational Reform Culminating Project	30

Outline of Topics and Assignments:

Week 1 Goals and Purposes of Schooling: Worldwide and in the U.S.	
Week 2 The Impact of Common Schools on Schooling Over Time	Readings: Digital Readings and Resources o School: Introduction; The Educated Citizen

<p>How did the Common School Movement establish expectations for schools?</p> <p>What are the expectations for public schools today?</p> <p>Then and Now: What tensions exist?</p>	<p>Goodlad, J. “We Want it All”, <i>A Place Called School</i> (Ch. 2, pp. 33-60).</p> <ul style="list-style-type: none"> o Sizer: “Horace’s Compromise” (Prologue) o Center for Education Policy: A Primer <p>Assignment: T-Chart Exercise Aims of Schooling Then and Now</p>
<p>Week 3 How does society influence schooling across the world?</p>	<p>Readings: Selected readings and multimedia presentations</p> <p>Excerpts from : Goldstein, D. (2014). <i>The teacher wars: A history of America's most embattled profession.</i></p>
<p>Week 4</p> <p>Equal Opportunity? For Whom?</p> <ul style="list-style-type: none"> o Civil Rights Struggle o Racial and economic segregation today 	<p>Readings:</p> <p>Excerpts from:</p> <p>Darling Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity Will Determine Our Future</i></p> <p>Kozol: “Life on the Mississippi,” <i>Savage Inequalities</i> (pp. 1-39).</p> <p>Selected readings and multimedia presentations</p> <p>Assignment: Position Paper #1</p>

<p>Week 5 An overview of P-12 Schools Past and Present</p>	<p>Readings: Selected readings and multimedia presentations</p> <p>Excerpts from Ravitch, D. (2010). <i>The Death and Life of the Great American School System</i>.</p> <p>Assignment: Position Paper 2: Using the template provided, review your high school’s yearbook and excerpts of yearbooks and primary documents in Blackboard. What can we tell about schools from these sources? What purposes have schools served, for whom? How have schools changed or not changed over time, or by context?</p>
<p>Week 6 The Who? What? When? Where? Why? Curriculum? <ul style="list-style-type: none"> ○ Define “hidden curriculum” </p>	<p>Readings: Digital readings and resources</p> <p>Assignment: Exploring a Curriculum Course of Study</p> <p>Position Paper 3: Select a course in your state and respond to the prompts provided.</p>
<p>Week 7 Education reform</p>	<p>Readings: Selected readings and multimedia presentations (NCLB, ESSA)</p> <p>National Governors Association (2010). <i>Common Core State Standards</i>. Washington D.C.: Council of Chief State School Officers.</p> <p>Assignment: Complete Educational Interview Research Module Exercises</p>
<p>Week 8</p>	<p>Midterm Examination</p>

<p>Week 9 What is teaching? What is learning?</p>	<p>Readings:</p> <p>Digital resources and readings</p> <p>Ball, D. L., Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. <i>Journal of Teacher Education</i>, 60(5), 497–511.</p> <p>Assignment: Position Paper #4: Impact on Educational Policies on Classroom Teaching and Learning Educational Research Interview: School Administrator</p>
<p>Week 10 Teaching and Learning Culture, Context, and Learning o Explore the nature of the “achievement gap” and alternative ways to consider the issue of different outcomes by race and social class.</p>	<p>Readings:</p> <p>C. Lee: “The Culture of Everyday Practices and Their Implications for Learning in School,” <i>Culture, Literacy, and Learning</i> (Chapter 1, pp. 1-30).</p> <p>Selected Readings and multimedia presentations</p>
<p>Week 11 The role of knowledge: Content and Pedagogy</p>	<p>Readings:</p> <p>Shulman, L. (1986, February). Those Who Understand: Knowledge Growth in Teaching. <i>Educational Researcher</i>, 15(2), pp. 4-14</p> <p>Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i>, 108(6), 1017-1054.</p> <p>Assignment: Teacher Interview Assignment</p>
<p>Week 12</p>	<p>Readings:</p> <p>Reforming Schools: Curricular Change. o Educational Infrastructure Assignment: Education Infographic</p>
<p>Weeks 13-15 Observing and analyzing teaching and learning</p>	<p>Reading: Selected Readings</p> <p>Assignment: Classroom Observation Project</p>
<p>Week 16 Culminating Educational Reform Projects to be submitted and peer reviewed</p>	

Grading Policy

A+	97 - 100%	B+	87 – 89%	C+	77 – 79%
A	94 – 96%	B	84 – 86%	C	74 – 76 %
A-	90 – 93%	B-	80 – 83%	C-	70 – 73%

Class Policies:

Policy on Missed Exams and Coursework

Because of the nature of the course, you must manage your time wisely. Assignments are expected on the due date assigned. Typically, there is no make-up policy for missed assignments. However, if a student submits appropriate documentation upon return to class, the assignment will be accepted. However, ten points will be deducted for each day beyond the due date that the assignment is late (including weekend days). *The instructor reserves the right to make exceptions in extreme circumstances (e.g., family emergency).*

Attendance Policy

Online course--N/A

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 (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Statement on Disability Accommodations

- Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is (205) 348-4285 (voice) or (205) 348-3081 (TTY).

Severe Weather Protocol

- Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct Statement

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

Religious Holiday Observance Policy

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Elasticity Statement:

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class.

Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs

Statement on Academic Work Duplication

- Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.