

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 9-28-17 Department C&I 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. CIE 499

Add  Change  Inactivate

Type of modification:

Title Special Topics Description Varied Credit hours 1-6

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

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

Classification of Instructional Programs (CIP) # not part of an existing program

Title Special Topics in Early Childhood, Elementary, and/or Secondary Education

Short Title (30 characters or less) Special Topics

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

### DESCRIPTION:

This course, offered on campus or abroad, provides opportunities to engage with topics or projects of collective concern in early childhood, elementary, and/or secondary education. Topics vary. May be repeated. Offered according to demand.

1. Credit Hours One to six.

2. Prerequisites none, except permission of instructor

3. Corequisites none

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) yes  
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 catalog 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  (b) Lecture

(c) Independent Study  (d) Laboratory

(e) Thesis/Dissertation  (f) Field Experience

(g) Recitation/Discussion/Quiz  (h) Lecture/Laboratory

(i) Activity/Performance/Studio  (j) Clinic

(k) Research  (l) Online

(m) Blended  (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: 6 (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.

No overlap expected.

Department Head: Cynthia Sunal

Cynthia Sunal  
Signature

9-28-17

Date

**CIE 499**  
**Special Topics in Early Childhood, Elementary, and/or Secondary Education**  
**3 Credit Hours**

Instructor: Dr. Holly Hilboldt Swain  
Office: 206 Graves Hall  
Phone: 205-348-1445  
E-mail: [hhswain@ua.edu](mailto:hhswain@ua.edu)  
Office Hours: by appointment

**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.

**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.



**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.

**Course Prerequisite Requirements**

Permission of instructor

### **Course Description**

This course, offered on campus or abroad, provides opportunities to engage with topics or projects of collective concern in early childhood, elementary, and/or secondary education. Topics vary. May be repeated. Offered according to demand.

### **Required Course Texts**

The scope of the course content will involve the current extent of research literature found in journals, books, online resources, conference papers, and presentations materials. Students will spend requisite time becoming familiar with the readings, interpreting their meanings, and comparing textual ideas with prior experiences and their own knowledge. Instruction will occur in class related to course readings. Textbooks will be assigned based on the content of the course and determined by the expertise of the course instructor. Course textbooks and other readings selected by the course instructor will depend upon the specific areas of study covered in the special topics course.

### **Course Objectives and Student Learning Outcomes**

The undergraduate level special topics course will focus on two broad objectives in addition to the specific course content and objectives tailored by the instructors using this special topics course for their particular areas of study.

Students will demonstrate:

- 1) conceptualization of specific knowledge, tools, and structures of teaching and learning in order to create accessible and meaningful instructional experiences for learners (*ACTS: 4 Content Knowledge*).
- 2) ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and will adapt practices to meet the needs of individual learners (*ACTS: 9 Professional Learning and Ethical Practice*).

### **Learning Goals**

The course is for pre-service teachers who wish to increase their specific understanding of current research, practices, and themes in education. Goals of this course involve future professional educators obtaining a useful knowledge base related to practical application of research-supported practices and an awareness of specific issues and current and historical trends in education. The focus of the special topics course will be on understanding and developing professional knowledge related to curriculum, teaching, learning, relevant educational themes, and specific educational reform.

Course experiences may involve activities such as: seminars, interviews, guest lecturers, research and technology presentations, simulations, video viewing, book discussions, debates, teleconferences, asynchronous online discussions, and field trips or study abroad to professional sites and conferences within the context of the course learning repertoire. Further, learners should be involved in individual, collaborative, and whole group learning opportunities. Specific course content, learning goals, and performance assessments will be determined by the course instructor for his or her particular areas of instruction.

### **Other Course Materials**

Other course materials beyond the textbook will depend on the nature of the special topics course and be used supplementally at the discretion of the instructor to aid in meeting course learning objectives.

## **Outline of Topics**

Topics of this special topics course will include relevant aspects of curriculum, instruction, and student learning related to varied areas not covered in other required courses in students' major field of study. This special topics course will provide a place for instructors and students to fill particular niches of content knowledge not accessible in other class subject areas. Particular and specific topics will be determined by the course instructor and included in his or her detailed syllabus.

## **Exams and Course Assignments**

All assignments, the number of them, and their due dates will be determined by the course instructor and listed in the course syllabus and course Blackboard site. The assignments of this course should be applicable to the special topics, content, and skills associated with the class, as well as provide opportunities to demonstrate content mastery, reflective thinking, and knowledge acquisition.

## **Grading Policy**

A letter grade will be determined based on the total number of points earned out of total points possible using the following scale:

<b>A +</b>	<b>99-100</b>	<b>A</b>	<b>93-98</b>	<b>A-</b>	<b>90-92</b>
<b>B+</b>	<b>88-89</b>	<b>B</b>	<b>83-87</b>	<b>B-</b>	<b>80-82</b>
<b>C+</b>	<b>78-79</b>	<b>C</b>	<b>73-77</b>	<b>C-</b>	<b>70-72</b>
<b>D+</b>	<b>68-69</b>	<b>D</b>	<b>63-67</b>	<b>D-</b>	<b>60-62</b>
<b>F</b>	<b>less than 60</b>				

## **Policy on Missed Exams and Coursework/Late Assignment Policy**

A sample policy is provided, though the missed work/late assignment policy can be adjusted by the instructor of the course. If an assignment is missed/late due to an emergency or significant illness, notification must be made indicating its delay immediately to the course instructor. The notification must state the reason for the late assignment and when the assignment will be submitted. Each day an assignment is late will result in a full grade reduction for the grade earned; for example from a B+ to a C+. A reduction in preparation, participation, and professionalism points will also occur for all assignments submitted past a due date. Late work will not be accepted after three days beyond the due date. Late work will not be accepted without prior communication with, and approval of, the instructor. Make-up exams will only be given in the case of an excused absence from an original exam. Discretion is given to the course instructor as to which absences are considered excused.

## **Attendance Policy**

A sample attendance policy is included here, but can be altered by the instructor to meet specific needs of the course. Attendance is required at all class sessions, at all school visits, and at any scheduled observations/visitations/meetings. Whether an absence is excused falls to the discretion of the course professor. Each class/observation/visitation/meeting missed results in a full grade reduction for the course; for example, from a B+ to a C+. Two absences to any of such events will result in a failing course grade. Points will also be deducted from the area of preparation, participation, and professionalism should an absence occur. Any emergency or significant illness that impedes class attendance should immediately be reported to the instructor.

Tardiness is not permitted to class/observations/visitations/meetings. Leaving early from class/observations/visitations/meetings is not permitted. Tardiness and/or leaving early will result in a loss of preparation, participation, professionalism points calculated by minute. For example, eight minutes late equals eight points deducted or leaving 15 minutes early equals 15 points deducted. Excessive tardies or instances of leaving early will be calculated as absences and thus will be subject to the aforementioned attendance policy of a full grade deduction for the course; for example from a B+ to a C+.

## University Policies

### 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 348-4285 (voice) or 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. The website link is <https://www.ua.edu/campuslife/uact/>

### 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>

### 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.

**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*

**COLLEGE OF EDUCATION  
NEW COURSE PROPOSAL FORM**

**COURSE NUMBER/NAME**

**CIE 499 Special Topics in Early Childhood, Elementary, and/or Secondary Education**

- 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.

We have run into problems with offering innovative courses that arise out of initiatives that the university is pushing (e.g. the Experiential Learning Opportunity), study abroad opportunities (e.g. Holly Swain's Reggio Emilia Tour or Mike Lovorn's Diversity Tour of Ireland), and other sets of factors that either don't allow time or aren't suitable for the new course proposal process. We want to have a Special Topics course available for C&I faculty to offer these kinds of courses.

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.

Karen Spector and Holly Swain are co-proposing this course. All C&I faculty will be able to use it, providing a suitable syllabus. All courses offered until Special Topics will go through approval of Elementary and Secondary Programs before being voted on by full C&I department to assure quality instructional opportunities for our students.

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 would be available for all of our programs and would not be part of any program per se, but would be used as an elective within various programs, as fitting.

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

This course will be offered on an “as-needed” basis.

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

This may vary depending upon the Special Topic. For example, if it is part of a travel abroad program, then there will be travel fees.

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.

Data will be gathered from OIRA and from course artifacts. The instructor of record in collaboration with C&I faculty will determine if a particular version of the Special Topics course should be offered again, moved to the regular schedule with a new course number, or eliminated.

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).

As this course is designed for topics that do not regularly appear in our schedule, it is difficult to imagine all of the configurations that might come to be. This course will likely be taught in the summer, as part of a travel abroad program. It may also develop a special course that responds to a university initiative (e.g. Learning in Action), but it may be not be a course that could be



offered a second time. Finally, it may be a trial course that could be added to our regular course offerings given sufficient reasons to do so.

RECOMMEND FOR APPROVAL: Cynthia Sunal 9/28/17  
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.

N/A

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).

NO impact is expected

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.

No intentions of this at this time.

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).

Each course will differ, but each will arise out of needs that arise in our program. For example, the Study Abroad course that Holly Swain is proposing under CIE 499/599 will involve multiculturalism, collaboration, professional reflection, diversity, and leadership. We expect all all courses proposed under this course number to reflect the values and initiatives of our mission.

RECOMMEND FOR APPROVAL: Angela O'Senser 10/30/17  
Chair, Curriculum Committee (date)

APPROVED \_\_\_\_\_  
Dean (date)

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 9-28-17 Department C & I 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. CIE 599

Add x Change \_\_\_\_\_ Inactivate \_\_\_\_\_

Type of modification:

Title Special Topics Description Varied Credit hours 1-6

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

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

Classification of Instructional Programs (CIP) # not part of an existing program

Title Special Topics in Early Childhood, Elementary and/or Secondary Education

Short Title (30 characters or less) Special Topics

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

### DESCRIPTION:

This graduate level course, offered on campus or abroad, provides opportunities to engage with topics or projects of collective concern in early childhood, elementary, and/or secondary education. Topics vary. May be repeated. Offered according to demand.

1. Credit Hours One to six

2. Prerequisites none, except permission of instructor

3. Corequisites none

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) yes

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6. Mark one of the following course grading patterns:

(a) Letter grade x \_\_\_\_\_

(b) Pass/fail \_\_\_\_\_

7. Indicate one of the following types of instruction:

(a) Seminar x \_\_\_\_\_ (b) Lecture \_\_\_\_\_

(c) Independent Study \_\_\_\_\_ (d) Laboratory \_\_\_\_\_

(e) Thesis/Dissertation \_\_\_\_\_ (f) Field Experience \_\_\_\_\_

(g) Recitation/Discussion/Quiz \_\_\_\_\_ (h) Lecture/Laboratory \_\_\_\_\_

(i) Activity/Performance/Studio \_\_\_\_\_ (j) Clinic \_\_\_\_\_

(k) Research \_\_\_\_\_ (l) Online \_\_\_\_\_

(m) Blended \_\_\_\_\_ (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: 6 (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.

No overlap expected.

Department Head: Cynthia Sunal

Cynthia Sunal  
Signature

9-28-17

Date

**CIE 599**  
**Special Topics in Early Childhood, Elementary, and/or Secondary Education**  
**3 Credit Hours**

Instructor: Dr. Holly Hilboldt Swain  
Office: 206 Graves Hall  
Phone: 205-348-1445  
E-mail: hhsSwain@ua.edu  
Office Hours: by appointment

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**Course Prerequisite Requirements**

Permission of instructor

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### **Course Objectives and Student Learning Outcomes**

The graduate level special topics course will focus on two broad objectives in addition to the specific course content and objectives tailored by the instructors using this special topics course for their particular areas of study.

Students will demonstrate:

- 1) conceptualization of specific knowledge, tools, and structures of teaching and learning in order to create accessible and meaningful instructional experiences for learners (*ACTS: 4 Content Knowledge*).
- 2) ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and will adapt practices to meet the needs of individual learners (*ACTS: 9 Professional Learning and Ethical Practice*).

### **Learning Goals**

The course is for graduate level students who as pre-service teachers or current classroom teachers, supervisors, administrators, and/or researchers wish to increase their specific understanding of current research, practices, and themes in education. Goals of this course involve professional educators extending their knowledge base related to practical application of research-supported practices and awareness of specific issues and current and historical trends in education. The focus of the special topics course will be on understanding and developing advanced professional knowledge related to curriculum, teaching, learning, relevant educational themes, and specific educational reform.

Course experiences may involve activities such as: seminars, interviews, guest lecturers, research and technology presentations, simulations, video viewing, book discussions, debates, teleconferences, asynchronous online discussions, and field trips or study abroad to professional sites and conferences within the context of the course learning repertoire. Further, learners should be involved in individual, collaborative, and whole group learning opportunities. Specific course content, learning goals, and performance assessments will be determined by the course instructor for his or her particular areas of instruction and tailored to an appropriate academic level for graduate students.

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### **Grading Policy**

A letter grade will be determined based on the total number of points earned out of total points possible using the following scale:

<b>A +</b>	<b>99-100</b>	<b>A</b>	<b>93-98</b>	<b>A-</b>	<b>90-92</b>
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### 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 348-4285 (voice) or 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. The website link is <https://www.ua.edu/campuslife/uact/>

### 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>

### 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.

**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*

**COLLEGE OF EDUCATION  
NEW COURSE PROPOSAL FORM**

**COURSE NUMBER/NAME**

**CIE 599 Special Topics in Early Childhood, Elementary, and/or Secondary Education**

- 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.

We have run into problems with offering innovative courses that arise out of initiatives that the university is pushing (e.g. the Experiential Learning Opportunity), study abroad opportunities (e.g. Holly Swain's Reggio Emilia Tour or Mike Lovorn's Diversity Tour of Ireland), and other sets of factors that either don't allow time or aren't suitable for the new course proposal process. We want to have a Special Topics course available for C&I faculty to offer these kinds of courses.

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.

Karen Spector and Holly Swain are co-proposing this course. All C&I faculty will be able to use it, providing a suitable syllabus. All courses offered until Special Topics will go through approval of Elementary and Secondary Programs before being voted on by full C&I department to assure quality instructional opportunities for our students.



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 would be available for all of our programs and would not be part of any program per se, but would be used as an elective within various programs, as fitting.

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

This course will be offered on an “as-needed” basis.

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

This may vary depending upon the Special Topic. For example, if it is part of a travel abroad program, then there will be travel fees.

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.

Data will be gathered from OIRA and from course artifacts. The instructor of record in collaboration with C&I faculty will determine if a particular version of the Special Topics course should be offered again, moved to the regular schedule with a new course number, or eliminated.

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).

As this course is designed for topics that do not regularly appear in our schedule, it is difficult to imagine all of the configurations that might come to be. This course will likely be taught in the summer, as part of a travel abroad program. It may also develop a special course that responds to a university initiative (e.g. Learning in Action), but it may be not be a course that could be

offered a second time. Finally, it may be a trial course that could be added to our regular course offerings given sufficient reasons to do so.

**RECOMMEND FOR APPROVAL:** Cynthia Lunal 9/28/17  
*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.

N/A

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).

NO impact is expected

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.

No intentions of this at this time.

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).

Each course will differ, but each will arise out of needs that arise in our program. For example, the Study Abroad course that Holly Swain is proposing under CIE 499/599 will involve multiculturalism, collaboration, professional reflection, diversity, and leadership. We expect all all courses proposed under this course number to reflect the values and initiatives of our mission.

**RECOMMEND FOR APPROVAL:** Angela O. Benson 10/30/17  
*Chair, Curriculum Committee* *(date)*

**APPROVED** \_\_\_\_\_  
*Dean* *(date)*