

Cover Sheet: Request 11116

EDH 3XXX Introduction to Education Policy

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Kramer,Dennis Allan dkramer@coe.ufl.edu
Created	9/14/2016 10:43:26 AM
Updated	10/28/2016 6:11:05 PM
Description of request	An introduction to education policy and analysis.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Human Development and Organizational Studies in Education 011807000	Miller, David		10/4/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11116

Info

Request: EDH 3XXX Introduction to Education Policy

Description of request: An introduction to education policy and analysis.

Submitter: Waldron,Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:54:38 PM

Form version: 6

Responses

Recommended PrefixEDH

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleIntroduction to Education Policy

Transcript TitleEducation Policy

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course is an introduction to education policy and analysis that will explore: the history and purpose of education policy, key federal and state policies impacting K12 and higher education, theoretical and conceptual approaches to policy analysis.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Schools, Society & Policy specialization.

An important introductory education policy course that will serve as a foundation for future education-based courses or graduate school enrollment.

Course Objectives In this course, students will:

- 1) Demonstrate an understanding of the history of education policy in the United States;
- 2) Critically analyze key federal and state policies impacting K12 and higher education;
- 3) Produce written materials on the purposes of education/policy; and

- 4) Discuss the theoretical and conceptual approaches to policy analysis.

Course Textbook(s) and/or Other Assigned Reading Required Text:

Arum, R. & Josipa R. (2011). Academically Adrift: Limited Learning on College Campuses. Chicago, IL: University of Chicago Press.

Additionally readings (i.e. peer-reviewed publications and policy statements) will be placed on canvas or available on reserve in the library.

Weekly Schedule of Topics Week # Topic

Week 1 Introduction

Week 2 The Role of the Federal Government in Education Policy

Week 3 The Role of the States in Education Policy

K-12 Education

Week 4 Desegregation

Week 5 Elementary and Secondary Education Act / NCLB

Week 6 School Choice

Week 7 Title IX and Special Education

Week 8 State Accountability Systems

Postsecondary Education

Week 9 College Admissions and Access

Week 10

Access and Affordability

Week 11 Remedial Education

Week 12 Merit-Based Scholarships

Week 13 Faculty Tenure

P-20 Policies

Week 14 Affirmative Action

Week 15 Future of Education Reform

Finals Week Policy Papers & Presentations Due

Links and Policies Class Attendance and Make-Up Policy

Student engagement with the materials is expected. Each unexcused absence or lack of participation will result in a reduction in the class participation grade. Excused absences or extenuating circumstances that are consistent with university policies in the undergraduate catalog

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) will require appropriate documentation and will be discussed individually with each student.

Late assignments will only be accepted for excused absences. Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment, if circumstances allow it.

Classroom Policy:

Students are encouraged to bring to each class meeting a laptop or similar device for use in taking notes, summarizing in-class activities, and accessing the Internet. However, use of mobile devices and computers during class for purposes other than viewing readings or conducting sanctioned research is not allowed. Cell phones and other electronic devices must be silenced during class. Students who receive or make calls or text messages or engage in other disruptive behavior during class will be asked to leave and will not be allowed to turn in the assignment due on that day. You should also bring a pen/pencil and paper to each class.

Academic Honesty Policy:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for

credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Disability Resource Center:

Please do not hesitate to ask for accommodation for a documented disability. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

On-line Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Additional Resources:

Students facing difficulties completing the course or who are in need of counseling or urgent help may contact:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Grading Scheme Grading and Assessments:

1. Podcast Assignment (30% of final grade)
2. Class Participation (20% of final grade)
3. Policy Paper (40% of final grade)
4. Policy Brief Presentation (10% of final grade)

Podcast Assignment

During the first week of the course, students will be assigned a topic that they must develop a 20-25 minute podcast. This podcast should include interviews with experts, use of research and data, and a storytelling narrative. Examples will be provided within class.

Participation

Engagement in the material and with your classmates is critical to the classroom experience. Your participation grade will be determined by attendance, participation in classroom discussions, and participation in pre-class exercises

Policy Paper

Students are expected to write a ten page double-spaced APA-formatted policy brief (excluding citations) addressing a pressing education public policy issue. The purpose of the policy brief is to provide students with the opportunity to deepen their understanding of a contemporary education issue in a format that is commonly used in the policy world. Students will identify a policy problem and either recommend a new or change to an existing education policy. For example, you may 1) suggest a new piece of education legislation, 2) recommend how education legislation currently being considered could be improved upon, 3) recommend a change in existing laws, rules, or regulations that impact education, or 4) recommend a change in procedures that affect the conduct of education policy. Your topic must be approved by the instructor before students draft their brief.

Policy Brief Presentation

Each student will deliver a 5-minute presentation of their final policy papers. These will be delivered one week prior to the final papers so students can incorporate any last-minute changes and peer feedback into their final projects.

Presentations should introduce the central policy problem, a case for addressing it, and evidence for (or against) a particular policy response. Strong presentations will also address political challenges standing in the way of reform and deliver a call to action: what should be done and by whom? This is a lot of ground to cover, so presentations must be succinct and to the point – skills that are in high demand in public policy making. After each presentation, we will have an informal Q&A session for the presenter.

Final Grading Scale

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

D+ = 68-69

D = 63-67

D- = 60-62

E= 59 and lower

Instructor(s) Dennis A. Kramer II, Ph.D.