

A - New Course Proposal V. 7.2022 : Entry # 2857**DEAN Decision**

Approved

Date

09/11/2023

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

GEC Decision

Approved

Date

10/06/2023

APIRC Decision

Approved

Date

10/20/2023

Begin Form**Today's Date**

09/08/2023

Your Name:

Jordan Widelock

Your Email:jwideloc@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Leslie Cavendish

Email address of your Department Chair

A - New Course Proposal V. 7.2022 : Entry # 2857lcavendi@highpoint.edu

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Education

Which semester is this course to be taught for the first time?

Fall 2024

Information for the Registrar

Choose the department designator from the list below.

ITG

Proposed Course Number?

3003

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Politics and Policies in Education

Write the catalog description of your proposed course:

This course dives into the complex and often highly contested politics that drive educational policy. Students will gain an understanding of how political forces from the federal, state and local levels shape educational policy. Specific attention will be given to where policy comes from, how education policy is implemented, and an overview of educational governance including federal, state and local powers.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

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Every semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Any other comments for the Registrar at this time?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

The course blends perspectives from education, political science, and law. Education is the main vessel to which all other perspectives are blended. The first major topic discussed would be the study of educational politics. This section weaves together the politics of education, specifically where do we get policy from (our elected politicians) and can we take politics out of education. In addition, we cannot discuss policy and politics without generally discussing law. These same themes can be found in the next major section discussed in the course, politics and policy and the policy making process. From here we move into local government and discuss how local powers (county, city, and school boards) all play a role in the policy making and implementation, as well as how the State and Federal governments maintain a hand in everything. All of this will be discussed with a political lens.

The course themes are emphasized in the major assignments. To successfully complete the assignments students must incorporate education, politics, and law. In addition, most assignments require collaborative work, small group and large group discussions, taking ownership of one's own learning, and bringing their own life experiences to the new concepts being taught.

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

Dustin Johnson/Leadership Studies/Stout School of Education

A - New Course Proposal V. 7.2022 : Entry # 2857**Does this course count towards a major or a minor?**

No, it does not count toward any particular major or minor

Please list the Major / Minor and if it is Required or Elective

N/A

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

There are no course offerings on how politics plays a role in the formation of educational policy in the Integrative Gen Ed curriculum. This particular course will provide an interesting choice for students to learn more about the intersection of politics and policy and how it shapes the educational landscape.

List all student learning outcomes for this course.

1. Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness). (Communication Skills #3)
 - Students will use sophisticated and context appropriate content to facilitate class discussions on chapter specific topics.
 - Students will engage in a group presentation on a policy issue where part of their grade will be on delivery as well as content specific information.
 - Students will engage in dialogue with local and state representatives about the process involved in crafting education policy.
2. Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (Intra and Interpersonal Skills #1)
 - Students will engage in a group presentation on a policy issue where they will be required to maintain eye contact, use appropriate vocal expressions, and deliver content specific information.
 - Students will prepare a group research paper where they must synthesize ideas and build on the contribution of all group members. This will include the creation of shared goals, norms, who will complete each task, and how each group member will give feedback to build upon the contribution of others.
3. Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (Intra and Interpersonal Skills #3)
 - Students will be asked to speak about all aspects of the policy making process. This includes the debate that lawmakers engage in. Students will need to synthesize both sides of an argument and propose ways to bring both sides together in a more meaningful manner.
 - In addition, politics can illicit strong feelings. Students will be required to engage in healthy debate while showing respect for those that do not agree with them.

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4. Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience). (Integrative Skills #1)

- Students will engage in course readings and be asked to connect those reading to their own schooling experiences.
- Students will use their own experiences to propose a change to existing educational policy.
- Students will use their own experiences to speak with lawmakers about educational policy.

5. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. (Integrative Skills #2)

- Students are being asked to take theories and methodologies from politics, policy, and education and show how they interwine/play off of eachother while completing all course assignments.

List any units or content areas that will be required for all sections of this course.

N/A

List any assignments, tests, or other assessments that will be required for all sections of this course.

N/A

List any readings or other materials that will be required for all sections of this course.

N/A

List any course policies that will be required for all sections of this course.

N/a

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [Politics-and-Policy-in-Education.docx](#)