

## Proposal to Create Minor in Education Policy

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A Minor in Education Policy would address a curriculum need that is not currently being met on the IU-Bloomington campus. At this point, IUB offers no undergraduate degree that provides students with the opportunity both to study some of the major issues at stake in contemporary global, national and state debates over education policy and to develop skills that will help them to attain jobs in this field upon graduation. The degrees and majors at the undergraduate level in the School of Education focus not on education policy per se but, rather, on producing future teachers. Given the huge demand to create the next generation of classroom teachers and the length of time and diverse skills required to produce said teachers, the School of Education has understandably centered its curriculum around issues of pedagogy, child-development, and classroom management. It also provides students with an in-depth look at the contexts through which issues of education can be explored, including the history, philosophy, and sociology of education. The School of Education offers some excellent courses that examine the analytic frameworks for studying education policy, but these offerings are built into (often as electives) other degrees and majors rather than organized as a rigorous and self-contained course of study in and of themselves. Further, although the School of Education provides a solid context for examining current and long-standing battles within the realm of education policy, it does not aim to teach undergraduate students the kinds of accounting, policy analysis, and program evaluation skills that would allow students to do either complex policy analysis or to manage an organization that provides education services. SPEA, on the other hand, imbues students with the skills to become future managers and leaders of public, private, and non-profit organizations. However, although it offers the occasional course on education policy, it does not currently offer students the opportunity to examine, in any depth, the issues at stake in debates on education policy or to hone the specific skills necessary for advancement in this particular field. We believe that this proposed Minor fits squarely within the mission of both SPEA and the School of Education, and it covers a subject area and provides a set of skills that are not currently available within any existing degree.

This Minor seeks to accomplish three goals: (1) to bridge the gaps between as well as expand upon the current offerings in the School of Education and SPEA so that undergraduate students can attain both an understanding of current issues in the field of education policy and the skills needed to obtain employment in the field; [current topics in global, national and state debates over education policy include school choice; school funding; the value added of teacher training; teacher performance and compensation; standardized testing; curriculum standardization; the impact of pre-K programs; and education inequality, to name a few]; (2) to encourage dialog and exchange among the faculty who teach these courses so that the various

courses lead into and build upon one another and form a more cohesive whole; and (3) to create and provide a platform for a broad introductory course to the field of education policy, something that is not currently offered on a regular basis at IUB.

The Minor would be available to students from across the IUB campus, regardless of their home school. We believe there is substantial IUB student interest for this minor. While there are some SPEA students with an interest in education policy, we anticipate much of the demand to come from non-SPEA students. General IUB student interest and participation in the Education Policy Student Association (EDPOSA) has been strong for a relatively new student group. Moreover, the number of IUB students applying to Teach-for-America is regularly over 500 students per year. We believe this is one of our primary target audiences for this proposed minor.

The student learning outcomes for this Minor include the following: (1) articulate and take positions on some of the major issues in the field of education policy; (2) offer context that helps to explain what is at stake vis-à-vis an issue of education policy and what are some of the contrasting ways that experts have tended to approach this issue and its implications; (3) understand and write about some of the basic issues at stake in the study of public management and organizational behavior; (4) develop basic skills in writing academic papers as well as in finance, accounting, and/or cost-benefit analysis. It will be up to the Minor's Oversight Committee to determine how to assess whether students are, in fact, achieving these learning outcomes. We expect that, to fulfill this charge, the Oversight Committee will work with the faculty of the individual courses to ascertain whether the intended and achieved learning outcomes for each course are matching up with those for the Minor as a whole.

There are strong job prospects for students who have the kinds of knowledge and skills this Minor will provide. Within the last five years, a number of organizations in the state of Indiana have provided substantial funding to create or expand entities that are committed to education reform, whether as advocates or program providers. These entities include the Lumina Foundation, The Mind Trust, The Lilly Foundation, and the Indiana Department of Education. Likewise, several large foundations (Gates, Broad, Walton, and Spencer) at the national level have invested heavily in education policy and in organizations researching, advocating in, and providing programming in this field. We envision that many of our alumni who pursue a Minor in Education Policy will obtain alternative certification and teach through organizations such as Teach for America and Indiana Teaching Fellows. Others will administer afterschool, tutoring, and enrichment programs or work in public education governance at the school, district, state, and federal levels. Some will work for state and municipal agencies, while at least some will take advantage of the abundant funding that is currently available to create new organizations that address unmet needs. There are also plentiful job opportunities at foundations and nonprofits and at a wide range of private schools as well as at corporations that are deeply concerned about the quality of Indiana and the nation's schools. From an employment perspective, one of the main impetuses for offering a Minor in Education Policy is that it opens up careers in the public, private, and nonprofit sectors. We envision that our graduates will

move between and among these fields over time. We should note that the faculty involved in creating this proposal have extensive contacts within education policy and programming organizations at the state, federal, and global levels. We've had good success placing leaders of EDPOSA in promising first jobs, including with the Indiana Department of Education, The Mind Trust, the Indiana Commission of Higher Education, the Indianapolis Mayor's Office, and KIPP-St. Louis.

We have a strong administrative structure in place to oversee and grow this Minor. The Minor will be jointly offered by both the School of Education and SPEA. The joint nature of the Minor will create all sorts of opportunities for collaboration between the schools and, equally important, will not create any hardships from an advising or administrative viewpoint. The Minor will have a two-person Oversight Committee consisting of 1 faculty or designated administrator from the School of Education and 1 faculty/administrators from SPEA. The Oversight Committee will be responsible for (1) ensuring that the required courses are being offered regularly; (2) approving additional courses that can count toward any of the five course requirements for the Minor; (3) assessing whether students are in fact coming away from the courses with the desired learning outcomes; and (4) exploring ways the Minor should be revised in the future. Because this Minor is jointly offered, it will need to be approved by the faculty and Dean's offices of both schools. Students who elect to take the Minor through SPEA will be advised by advisors at SPEA. Likewise, students who elect to take this Minor through the School of Education will be advised by advisors at the School of Education. Either way, the students will be required to fulfill the same requirements. The only difference, from a student's perspective, will be the location of the office from which s/he receives advising and the name of the school that appears on the student's transcript.

It is worth stating that the start-up costs for creating this minor are minimal. All of the courses except one (the introductory course) already exist. A version of the introductory course has been offered twice through the LAMP program in the College.

To complete this Minor, students will need to complete 5 courses. Nine credits must be completed at the 300 level or higher. Students must achieve a grade of C or better in each course contributing to the minor and must achieve an overall grade point average of 2.0 or better for the minor courses. Various faculty will, at their own discretion, also encourage students to attend events, panels and discussions organized by EDPOSA. A student would have no difficulty fulfilling all of the requirements in any two-year period and could probably fulfill the requirements in any given year. None of the required courses have any unusual staffing problems. Offering this Minor will not require the investment in any new resources at the school or campus level.

The five course requirements for the Minor are:

1. EDUC-H-200/SPEA-V-211: Introduction to Education Policy. This is a new course. We've attached a sample syllabi and a New Course form. The people who might teach this course in a given year include Janet Decker (EDUC), Doug Goldstein (SPEA), Cassie Guarino (EDUC), David Rutkowski (EDUC), and Margaret (Peg) Sutton (EDUC). SPEA and the School of Education would commit to offering this course annually. As of right now, we expect Cassie Guarino, Associate Professor in the School of Education and Affiliated Faculty at SPEA, to teach this course for the first year(s).
2. A course that provides a historical, philosophical, cultural, political or sociological context (or a combination of said contexts) for understanding and approaching Education Policy. Students could also fulfill this requirement by taking a course that provides a comparative approach to examining education systems and philosophies as well as courses on multicultural approaches to pedagogy and education. Possibilities include:
  - H205 (Intro to Educational Thought) (offered each year)
  - H340 (Education and American Culture). (offered each year)
 Other education courses can be approved by the Oversight Committee.
3. A course on management or organizational behavior. The reason for this requirement is to provide students with the skills they will need for internships and jobs in the field of education policy.
  - SPEA-V 241 Management Foundations and Approaches (3 cr.)
  - SPEA-V 263 Public Management (3 cr.)
  - SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
  - SPEA-V 473 Management, Leadership, and Policy (3 cr.)
  - V236 Management Foundations and Approaches I (will be offered in the future)
4. A course on budgeting, program evaluation, or policy analysis. As with requirement #3, this requirement aims to provide the kind of concrete, administrative skills that students will need for first and second jobs in the field.
  - SPEA-V370 Research Methods and Statistical Modeling (prerequisite: introductory statistics course)
  - SPEA-V 372 Government Finance and Budgets (3 cr.)
  - SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
  - SPEA-V246 Elements of Government and Nonprofit Financial Accounting Cycle (introduction to government accounting and reporting; prerequisite of V361)
  - SPEA-V361 Financial Management (second-level course in government accounting; prerequisite of V401)
  - SPEA-V401 Finance and Cost Benefit Analysis (for students with required prerequisites)
  - SPEA-V 449 Senior Policy Seminar (3 cr.)
5. EDUC A-308: Legal Issues for Teachers. The course is offered every semester. A-308 is relevant for future policymakers, teachers, and for those choosing careers in education-related government positions or non-profit organizations. Some of the legal, ethical, and policy issues covered in this course include the rights of students, including but not

limited to students with disabilities, gifted students, English language learners, and LGBT students. The course also examines employment law, including discrimination of employees based on race, religion, gender, sexual orientation, and disability. The section of employment law also includes examinations of teacher evaluation, collective bargaining, and contract law. Some other relevant topics include FERPA, privacy rights, copyright law, bullying/harassment laws, and recent cases on affirmative action.