AED 611
Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy
Spring 2020

Instructor: Dr. Maria Betancourt-Smith
Office: HSTC, Room 308
Office Phone: 936-468-2908
D2L Email: betancoum@d2l.sfasu.edu

Course Time & Place: HSTC 321
Office Hours: by phone or online
M & W 3:30 PM – 5:00 PM
T & R 8:00 AM – 9:30 AM
and by appointment

Credits: 3
Office Email: betancoum@sfasu.edu

E-mail is the best communication method. When communicating by e-mail, please use the e-mail within D2L. For e-mails sent Sunday through Friday, you can expect an e-mail reply within 24 hours. For e-mails sent on Saturdays and holidays, you can expect an e-mail reply within 48 hours. In certain instances, it is necessary to communicate by phone/text. It is best to text first as calls from unknown numbers are ignored. In most cases, you can expect a response within 24 hours. If you choose to communicate by text, please identify yourself and provide your course and section number.

I. Course prerequisites: this core program course is limited to doctoral candidates formally admitted to the doctoral program in Educational Leadership and who have completed prerequisite courses in the doctoral program sequence.

II. Course description: this doctorate course uses critical ontological, epistemological, and axiological standpoints to introduce students to the contemporary educational policy debate in the United States through studying its philosophies and ideologies, cultural history, cultural and social environment, actors, current trends, making, and research and analysis. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Typically, all courses for each semester are scheduled for alternating weekends unless there is a scheduling conflict requiring a back-to-back weekend schedule during the semester.

Time Requirements: AED 611 (Critical Voice, Design, Analysis of Educational Policy) (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model and meets 6 Fridays throughout the semester and 3 times using D2L. Each of the 9 class meetings is 4 hours (240 minutes) in length. Students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, and complete all writing and research.
activities as assigned for in class and/or outside class. Each doctoral student is required to complete all readings and written assignments. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

**Diversity Statement of the James I Perkins College of Education:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community. [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

### III. Areas of study:

**A. The Cultural Environment of Educational Policy:** ideological, political, economic, legal, educational, historical, and the policy actors (e.g. federal, state, think tanks, philanthropies, intermediaries, the media, unions, and local communities)

**B. Current Trends in Educational Policy:** standards-based accountability, common core, privatization, deregulation, school choice, and neo-liberalization.

**C. Educational Policy and the politics of Identity:** ethnicity, race, gender, sexuality, economic class, religion, language, immigration status, academic [dis]ability, health, and geography.

**D. Theoretical Foundations of Educational Policy:** philosophies, theories, and conceptual constructions.

**E. The Making of Educational Policy:** issue definition, agenda-setting, formulation, adoption, instrument elaboration, cost-effectiveness analysis, implementation, and evaluation and analysis.


**G. Educational Policy and the Question of Participative Democracy:** theoretical considerations and empirical case studies.
IV. Informing standards:

A. Stephen F. Austin State University mission statement: Stephen F. Austin State University (SFA) is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

B. James I. Perkins College of Education vision, mission, and core values: The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels. The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. Core values include academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

C. The Doctorate in Educational Leadership Program scholar-practitioner model: all course goals and objectives, and, relatedly, all activities for the course, are instructed, in large part, by the following values: (1) acknowledging academic excellence as a cornerstone of the scholar-practitioner’s learning experience and in turn as a foundation of the scholar-practitioner’s work in the larger community an society, (2) recognizing that the work of a scholar-practitioner’s is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking, (3) understanding the importance of life-long learning as a scholar-practitioner, (4) reflecting through practice the need for democratic and community-based inquiry and decision making, (5) demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse people, and to innovation and change, (6) displaying all actions and decisions as a scholar-practitioner dispositions for integrity, responsibility, diligence, and ethical behavior, and finally (7) embracing the importance of service necessary to foster community and democratic citizenship. The following standards guide the curricular and pedagogical philosophy of this course:

1. The development of educational leader as scholar-practitioners who demonstrate depth of understanding of doing educational research characterized by an emphasis on personal self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications as related to preparing an educational research proposal:
   1.1 Develop an understanding of the design process.
   1.2 Engage in research design with a focus on individual disciplined inquiry as it applies to the ethical and moral dimensions of being a dissertation student/researcher.
   1.3 Demonstrate reflective practices about problems and experiences related to designing an educational research study.
   1.4 Create a climate that promotes dialogic, reflective and reflexive processing and conversation.
2. The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong scholarly and inquiry-based leadership within the cohort and doctoral program and concomitantly, in the context of school district, college, university, and community as related to leadership roles in social and educational change, professional growth and development, creating and sustaining a strong communitarian spirit, and development of the human potential:

2.1 Demonstrate an in-depth understanding of research design and the relationship of ethical and professional considerations related to the various dimensions and responsibilities of designing, implementing, and reporting dissertation research.

2.2 Demonstrate capacity to conduct research in relationship with doctoral faculty, dissertation committee members, and participants in the context in which the research is to be conducted.

2.3 Demonstrate capacity and capability to be disciplined and focused as a scholarly researcher.

2.4 Demonstrate a deep understanding of the design/research process in the development of scholar-practitioner leaders and the purpose of the design process in the larger context of the research experience.

V. Students’ learning outcomes: by the end of this course, students will be able to:

1. Identify and critique the different ideological, political, economic, legal, educational, and historical forces that have and continue to shape American educational policy.

2. Identify and critique the major contemporary American educational policy trends and debates.

3. Critically analyze the rhetorical language and material impact of American educational policy pertinent to a variety of identity groups (ethnicity, race, gender, sexuality, economic class, religion, language, immigration status, academic [dis]ability, health, and geography).

4. Use a variety of philosophies, theories, and conceptual constructions to situate the contemporary American educational policy discourse within a critical approach to policy studies and research.

5. Identify and use the different steps in the policymaking process.

6. Identify and use a variety of critical approaches to educational policy research.

7. Critique the contemporary dominant American educational policy discourse in relation to participative democratic schools of thought and practice.

VI. Pedagogical approach: this course’s pedagogy draws heavily from the cohort model. You are expected to take an active role in your own learning and the learning of your entire cohort. Major instructional approaches include student-led seminars, faculty-led seminars, and mini-lectures.
VII. Readings:

A. Required Texts:


B. Whole Group Journal Articles: will be made available in hard copies and via D2L


C. Individual Student’s Journal Articles: will be made available via D2L

For references, see course calendar that follows. Each student will select her articles the first week of class (if not ready to commit the first day of class, we can do it every time the class meets). You will be responsible for eight articles distributed over eight weeks (all weeks except for the first week). A total of 56 articles will be covered by the seven of you.
VIII. Calendar and Assessments:

A. letter grades:
A = 90-100   B = 80-89   C = 70-79   D = 60-69   F (below 60%)

B. may affect your grade:

All assignments must be completed to earn an A. missing the class twice may result in an automatic decrease of final course grade by one letter. Mastery of course content and skills and high-quality assignment submissions affect your grade in measurable ways. Late work may receive a grade reduced by 20% (an actual 90%, for example, becomes a 70%). In case of emergency, you are responsible for making suitable arrangements. You are eligible to submit any work with which grade you are not satisfied (within reasonable time limits). No work at all will be accepted after the end of the last day of class. An incomplete or WH grade will not be allowed for this course but under extenuating circumstances—these have to be documented.

C. Course Calendar:

This course (3 credits) typically meets 9 times in four-hour segments. To prepare between classes, students have a significant amount of readings to finish and to report on (typical of high-quality doctorate courses). Students are expected to submit three critiques of three educational policy research articles as well as a capstone project paper that requires extensive research, synthesis, and writing (students will have to make presentations based on the paper as well).

<table>
<thead>
<tr>
<th>Session One: January 17</th>
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<tbody>
<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>Course Introduction, Course Mechanics</td>
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<tr>
<td><strong>Fowler Reading:</strong></td>
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<tr>
<td>NA</td>
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<tr>
<td><strong>Alexander Reading:</strong></td>
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<tr>
<td>NA</td>
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<tr>
<td><strong>Whole group Reading:</strong></td>
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<td>NA</td>
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<tr>
<td><strong>Individual students’ Readings (see D2L for more details):</strong></td>
</tr>
<tr>
<td>NA</td>
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<tr>
<td><strong>Assignments Due:</strong> NA</td>
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<tr>
<td><strong>Session Activities:</strong></td>
</tr>
<tr>
<td>Discussion of course syllabus, discussion of course assignments, assignment of individual students’ readings, assignment of research articles for the research articles critiques.</td>
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<tr>
<td><strong>Session Two: January 31 - VIRTUAL</strong></td>
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<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>The wider environment of educational policy; definition of educational policy; definition of policy analysis; policy analysis as problem definition.</td>
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<tr>
<td><strong>Fowler Reading:</strong></td>
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<tr>
<td>Chapter 1</td>
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<tr>
<td><strong>Alexander Reading:</strong></td>
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<tr>
<td>Chapters 1 and 2</td>
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<tr>
<td><strong>Whole group Reading:</strong></td>
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<tr>
<td><strong>Individual students’ Readings (see D2L for more details):</strong></td>
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<tr>
<td><strong>Assignments Due: See D2L</strong></td>
</tr>
<tr>
<td>Research Article Critique I (paper and presentation). More details in D2L.</td>
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<tr>
<td>Discussion forum (Fowler, Alexander). More details in D2L.</td>
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<tr>
<td>Discussion forum (whole group reading). More details in D2L.</td>
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<tr>
<td>Discussion forum (individual student’ reading). More details in D2L.</td>
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<tr>
<td>Work on your capstone project.</td>
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</tbody>
</table>
### Session Three: February 7

**Topics:**
Contemporary trends in educational policy; power and educational policy; economics and demographics of educational policy; policy analysis (problem definition and making the case).

**Fowler Reading:**
Chapters 2 and 3

**Alexander Reading:**
Chapters 3 and 4

**Whole group Reading:**

**Individual students’ Readings (see D2L for more details):**


### Assignments Due: February 6 at 11:59 PM
- Discussion forum (Fowler, Alexander). More details in D2L.
- Discussion forum (Whole group reading). More details in D2L.
- Individual student’s reading (critical summary). More details in D2L.
- Work on your capstone project.

### Session Activities:
- Seminar (Fowler and Alexander)
- Faculty-led discussion (whole group reading)
- Students’ led presentations/discussions (Individual student’s reading)
- Students’ led presentations/discussions (Research Article Critique I)
<table>
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<tr>
<th><strong>Session Four: February 21 - VIRTUAL</strong></th>
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<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>Policy actors; the political system and culture of educational policy; policy analysis (establishing driving values).</td>
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<tr>
<td><strong>Fowler Reading:</strong></td>
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<tr>
<td>Chapter 4</td>
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<tr>
<td><strong>Alexander Reading:</strong></td>
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<td>Chapter 5</td>
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<tr>
<td><strong>Whole group Reading:</strong></td>
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<tr>
<td>NA</td>
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<tr>
<td><strong>Individual students’ Readings (see D2L for more details):</strong></td>
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<tr>
<td><strong>Assignments Due: See D2L</strong></td>
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<tr>
<td>Research Article Critique II (paper and presentation). More details in D2L.</td>
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<tr>
<td>Discussion forum (Fowler, Alexander). More details in D2L.</td>
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<tr>
<td>Individual student’s reading (critical summary). More details in D2L.</td>
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<tr>
<td>Work on your capstone project.</td>
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<tr>
<td><strong>Session Activities:</strong></td>
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<tr>
<td>Seminar (Fowler and Alexander)</td>
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<tr>
<td>Students’ led presentations/discussions (Individual student’s reading)</td>
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<tr>
<td>Capstone project workshop</td>
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# Session Five: February 28

**Topics:**
Educational policy and identity groups; values and ideologies of/in educational policy; policy analysis (developing alternatives).

**Fowler Reading:**
Chapter 5

**Alexander Reading:**
Chapter 6

**Whole group Reading:**
NA

**Individual students’ Readings (see D2L for more details):**


**Assignments Due: February 27 at 11:59 PM**
Discussion forum (Fowler, Alexander). More details in D2L.
Individual student’s reading (critical summary). More details in D2L.
Work on your capstone project.

**Session Activities:**
Seminar (Fowler and Alexander)
Students’ led presentations/discussions (Individual student’s reading)
Capstone project workshop
### Session Six: March 20

**Topics:**
Philosophies of educational policy; policy actors; issue definition and agenda setting; policy analysis (evaluating alternatives and making recommendations).

**Fowler Reading:**
Chapters 6 and 7

**Alexander Reading:**
Chapters 7 and 8

**Whole group Reading:**

**Individual students’ Readings (see D2L for more details):**


**Assignments Due: March 19 at 11:59 PM**
Discussion forum (Fowler, Alexander). More details in D2L.
Discussion forum (Whole group reading). More details in D2L.
Individual student’s reading (critical summary). More details in D2L.
Work on your capstone project.

**Session Activities:**
Seminar (Fowler and Alexander)
Faculty-led discussion (whole group reading)
Students’ led presentations/discussions (Individual student’s reading)
Students’ led presentations/discussions (Research Article Critique II)
<table>
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<th><strong>Session Seven: April 3</strong></th>
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<tbody>
<tr>
<td><strong>Topics:</strong> Educational policy research I; policy formulation and policy adoption; policy analysis (audience persuasion and implementing solutions).</td>
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<tr>
<td><strong>Fowler Reading:</strong> Chapters 8 and 9</td>
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<tr>
<td><strong>Alexander Reading:</strong> Chapters 9 and 10</td>
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<tr>
<td><strong>Whole group Reading:</strong></td>
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**Individual students’ Readings (see D2L for more details):**


**Assignments Due: April 2 at 11:59 PM**

Discussion forum (Fowler, Alexander). More details in D2L.
Discussion forum (Whole group reading). More details in D2L.
Individual student’s reading (critical summary). More details in D2L.
Work on your capstone project.

**Session Activities:**
Seminar (Fowler and Alexander)
Faculty-led discussion (whole group reading)
Students’ led presentations/discussions (Individual student’s reading)
Capstone project workshop
**Session Eight: April 17 VIRTUAL**

**Topics:**
Educational policy research II; policy implementation and policy evaluation; policy analysis (monitoring outputs and evaluating outcomes).

**Fowler Reading:**
Chapters 10 and 11

**Alexander Reading:**
Chapters 11 and 12

**Whole group Reading:**

**Individual students’ Readings (see D2L for more details):**


**Assignments Due: See D2L**
Research Article Critique III (paper and presentation). More details in D2L.
Discussion forum (Fowler, Alexander). More details in D2L.
Discussion forum (Whole group reading). More details in D2L.
Individual student’s reading (critical summary). More details in D2L.
Work on your capstone project.

**Session Activities:**
Seminar (Fowler and Alexander)
Faculty-led discussion (whole group reading)
Students’ led presentations/discussions (Individual student’s reading)
Students’ led presentations/discussions (Research Article Critique III)
### Session Nine: May 1

**Topics:**
Educational policy and democracy; Fowler (recap); Alexander (recap).

**Fowler Reading:**
Chapter 12

**Alexander Reading:**
Chapter 13

**Whole group Reading:**

**Individual students’ Readings (see D2L for more details):**


**Assignments Due: April 30 at 11:59 PM**
Capstone Project paper and presentation. More details in D2L.
Discussion forum (Fowler, Alexander). More details in D2L.
Discussion forum (Whole group reading). More details in D2L.
Individual student’s reading (critical summary). More details in D2L.

**Session Activities:**
Seminar (Fowler and Alexander)
Faculty-led discussion (whole group reading)
Students’ led presentations/discussions (Individual student’s reading)
Students’ led presentations/discussions (capstone project)
D. Grading:

<table>
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<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td></td>
<td>11%</td>
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<tr>
<td>(6 points each)</td>
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<tr>
<td>Discussion Forum</td>
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<td>11%</td>
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<tr>
<td>(Fowler and Alexander)</td>
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<tr>
<td>A total of 8 (7 points each)</td>
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<td>Discussion Forum</td>
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<td>9%</td>
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<tr>
<td>(Whole Group Readings)</td>
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<tr>
<td>A total of 6 (7 points each)</td>
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<tr>
<td>Critical Summaries/Discussion Forum</td>
<td>See course calendar above for exact dates</td>
<td>24%</td>
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<tr>
<td>(Individual Student’s Readings)</td>
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<td>A total of 8 (15 points each)</td>
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<tr>
<td>Research Article</td>
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<td>15%</td>
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<tr>
<td>Critiques</td>
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<td>A total of 3 (25 points each)</td>
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<tr>
<td>Capstone Project</td>
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<td>25%</td>
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<td>(125 points)</td>
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<tr>
<td>Capstone Project Presentation</td>
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<td>5%</td>
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<td>(25 points)</td>
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Please find below short descriptions of each of the assessments above. More detailed descriptions are provided via D2L.

1. **Class Participation:** This class is a doctorate seminar that requires active, reflective, and critical contribution to each session’s activities.

2. **Discussion Forums (Fowler and Alexander):** Share evidence of your critical interpretation of the assigned readings in relation to your learning about the various dimensions of educational policy. Be ready to discuss in class.

3. **Discussion Forums (Whole Group Readings):** Share evidence of your critical interpretation of the six assigned readings in relation to your learning about the various dimensions of educational policy. Be ready to discuss in class.

4. **Critical Summaries, Discussion Forum:** Share critical summaries for each of the eight assigned individual student’s readings along with a variety of critical questions suitable for the facilitation of the corresponding classroom seminar. Be ready to discuss in class.

5. **Research Articles’ Critiques:** Critique three educational policy research articles (provided via D2L) for quality of the different components of the research cycle. Be ready to discuss in class. Please find below the list of articles for each critique assignment. Each student will select one article in the class (no two students can choose the same article).
**Research Articles’ Critique I: list of articles to critique**


**Research Articles’ Critique II: list of articles to critique**


**AR2** Pottreton, A. U. (2018). Power, influence, and policy in Arizona’s education market: “We’ve got to out-charter the charters.” *Power and Education*. Advance online publication.


Research Articles’ Critique III: list of articles to critique


6. Capstone Project Paper: focusing on a relevant educational policy problem, provide recommendations for future policy directions. Such recommendations should be rooted in a solid understanding of the nature of the problem, its wider cultural environment, its major actors and their power relationships, and the empirical evidence surrounding it. To do well with this assignment, be proactive and communicate with me as much as needed. More details are provided on D2L.

7. Capstone Project Paper Presentation: using PowerPoint, present your major points from your Capstone Project Paper. More details are provided on D2L.
IX. Course Policies:

**Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6):** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic expectations:** this course requires an investment on your behalf of reflective time and effort. You are expected to submit assignments of good quality and contribute positively to the intellectual, academic, and professional growth of your cohort.

**Intellectual expectations:** in this course, you are expected to demonstrate some essential intellectual characteristics including but not limited to those of inquiry, critique, openness, reflexivity, and rigor.

**Personal expectations:** in this course, you are expected to treat everybody with respect and good manners. Your communications should meet professional standards expected from a doctorate student and an aspiring scholar-practitioner.

**Work quality:** as a doctorate student, you are expected to give your best in completing the course work. Assignments should be completed with care, meet all assignment criteria, and show authenticity, inventiveness, and depth. Your writing is expected to be coherent, creative, and does not include spelling, syntax, or grammar mistakes. You are expected to use APA style for formatting, citation, and referencing at all times.

**Participation and engagement:** in this course, you are expected to engage with course materials, your colleagues, and your instructor in authentic ways that will contribute to your growth and that of other students in the class. While in class, it is incumbent upon you to pay close attention to lectures, presentations, discussion, and other in-class activities, and to be respectful of classmates. This entails, among other things, refraining from competing conversations with classmates, avoiding such distracting behavior as using phones or other mobile devices while class is in session, and striving to understand points of view and arguments your classmates or I may express with which you may not agree. If you do use mobile devices or otherwise engage in distracting behavior during class time, I reserve the right to deduct points from your grade for each such instance without notice. Please exercise restraint when tempted to “check out” of class in this or other ways. There will be breaks during class time when you will be free to use your mobile device to communicate with persons outside of class.

**Late and missing work:** all assignments must be completed in order to receive an A in the course. Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72 (please let me know should extremely beyond control conditions require negotiating a due date).
**Hints for success:** be organized and manage your time properly. Be proactive. Communicate if you need to. Be open to learning and reflectively embrace change.

**Instructor support:** I am here to help as many times as you need it! Please communicate with me as frequently as you need to. This is my job! It will be my pleasure to answer an email of yours, communicate with you via Zoom, or meet you in person if needed. There is no irrelevant question or concern!

**Academic Honesty (Student Academic Dishonesty, Policy 4.1):** Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam
- falsifying or inventing of any information, including citations, on an assignment; and/or
- helping or attempting to help another in an act of cheating or plagiarism

Plagiarism is presenting the words or ideas of another person as if they were one’s own.

**Examples of plagiarism include, but are not limited to:**
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals:** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades (Policy 5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Course Evaluation:** Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the
evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Code of Conduct (Policy 10.4):** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Class Attendance and Excused Absence (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Being absent for two classes will result in lowering your grade by one letter (an A, for example, will become a B, A B will become a C).

**X. Bibliography:**

**A. Recommended Texts:**


B. Relevant Journals:

In Educational Policy:

Assessment in Education: Principles, Policy & Practice
Education Policy Analysis Archives
Educational Evaluation and Policy Analysis
Educational Policy
Journal for Critical Education Policy Studies
Journal of Education Policy
Leadership and Policy in Schools
Policy Futures in Education

In Policy Studies:

Administration and Society
Administrative Science Quarterly
American Review of Public Administration
Analyses of Social Issues And Public Policy
Critical Policy Studies
Global Social Policy
International Journal of Cultural Policy
International Journal of Public Administration
International Review of Administrative Sciences
Journal of Comparative Policy Analysis: Research and Practice
Journal of Policy Analysis and Management
Journal of Policy History
Journal of Public Administration Research and Theory
Journal of Social Issues
Journal of Social Policy
Perspectives on Public Management and Governance
Policy and Society
Policy Studies
Public Administration
Public Administration and Development
Public Administration Review
Public Policy and Administration
Review of Policy Research
Social Issues and Policy Review
Social Policy and Administration
Social Policy Report

In Politics:

Alternatives
American Journal of Political Science
American Political Science Review
American Political Thought
American Politics Research
Democratization
International Journal of Politics, Culture, and Society
Journal of Civil Society
Journal of Political Ecology
Journal of Political Ideologies
Journal of Theoretical Politics
Political Research Quarterly
Political Science Quarterly
Political Studies
Political Studies Review
Political Theory
Politics
Politics & Policy
Politics and Society
Politics, Philosophy & Economics
Polity
Quarterly Journal of Political Science
Regulation & Governance
Research & Politics
Rhetoric & Public Affairs
State Politics and Policy Quarterly
The Annals of the American Academy of Political and Social Science
Journal of Politics
Political Quarterly

**In Law and in Economics:**

Education and the Law
Federal Law Review
International Journal of Discrimination and the Law
Journal of Empirical Legal Studies
Journal of Supreme Court History
Law and Policy
Law and Social inquiry
Law and Society Review
Presidential Studies Quarterly

American Economic Journal: Economic Policy
American Economic Review
American Journal of Economics and Sociology
Applied Economic Perspectives and Policy
Contemporary Economic Policy
Economics & Politics
Economy and Society
Education Finance and Policy
Journal of Cultural Economics
Journal of Economic Literature
Journal of Political Economy
Oxford Review of Economic Policy
The American Economic Review
The American Economist
American Journal of Economics and Sociology
The Economic History Review
The Economic Journal
The Journal of Law and Economics
The Quarterly Journal of Economics

**C. Sample Relevant Policy Centers:**

Brookings
CATO
D. Bibliographical Texts:


Callahan, R. E. (1962). *Education and the cult of efficiency: A study of the social forces that have shaped the administration of the public schools.* Chicago, IL: University of Chicago Press.


**XI. Disclaimer**: The instructor reserves the right to revise, alter and/or amend any section in this syllabus, as deemed necessary. Students will be notified in writing and/or by email of any such revisions, alterations and/or amendments. In such a case, the syllabus will be amended and a new version will be both emailed and uploaded to D2L. Rationales for the amendment will be provided and students will be allowed to express their opinion about the process.