Instructor: Dr. Heather Olson Beal

Course Time: Online, via D2L
Virtual mtgs: Select M 6:30-8:00

Credits: 3 hours

Pronouns: she/her/hers
Office: ECRC 201-U
Office Hours: 12-3, Wed in office
9-12 F online
Email: email through D2L

Pre-requisites: N/A

Course Description: This course explores assessment of educational policy in socio-political, cultural, and economic contexts, discusses techniques for effective communication about education policy, and applies strategies for using educational policy to advocate for students’ needs. Students will examine the ways in which teachers advocate for their students and for themselves and will analyze education policies at the federal, state, and local levels, as well as discipline-specific policies.

This course includes a critical assignment related to accountability and accreditation. The Educational Policy Stakeholder Assignment will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

This course fulfills the following college values and program learning outcomes:

College of Education Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- 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.

Program Learning Outcomes:
1. The candidate will be able to evaluate technology usage in today’s school classrooms.
2. The candidate will be able to evaluate issues of cultural diversity, social justice, and critical pedagogy.
3. The candidate will be able to evaluate educational research.
4. The candidate will be able to analyze theories of curriculum, instruction, and assessment.

**Student Learning Outcomes.** Students in this course will:
1. Identify salient examples of federal, state, and local education policy
2. Identify groups of stakeholders involved in creating effective education policy
3. Explain the role of history and theory in working toward equitable education policy
4. Analyze intended and unintended consequences of federal, state, and local education policies
5. Assess and evaluate federal, state, and local district education policy in political, cultural, and economic contexts
6. Evaluate the extent to which various education policies solve the educational issues they were designed to address
7. Communicate effectively about federal, state, and district education policy
8. Effectively advocate for or against a current/relevant educational policy at the local, state, or federal level

**Perkins College of Education Diversity Statement:** 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.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

**COURSE ASSIGNMENTS:**
1. *Educational Policy Stakeholder Assignment & Class Presentation:* Students will identify a relevant educational policy and will conduct interviews with multiple stakeholders to evaluate the impact of the policy and will present their findings to the class and in a final written paper (SLO 1-4).
2. *Educational Advocacy Actions and Reflective Log:* Students will engage in a range of advocacy actions related to specific educational policies / laws (SLO 1, 7-8)
3. *Discussion Board Participation:* Students will participate in regular online discussions and reflections about course topics (SLO 1-7)
4. *Reflections / Written Analyses:* Students will write critical reflections / analyses of or about readings and educational policies (SLO 4-7).
5. *Virtual Class Meeting Attendance:* Students will participate in class meetings using the Zoom conference tool (SLO 1, 3).
QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Educational Policy Stakeholder</td>
<td>Students will identify a relevant educational policy and will interview</td>
<td>20%</td>
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<tr>
<td>Assignment &amp; Presentation</td>
<td>multiple stakeholders to evaluate the impact of the policy and will present</td>
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<td>their findings to the class and in a final written paper.</td>
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<tr>
<td>Advocacy Actions and Reflective Log</td>
<td>Students will engage in and write written reflections regarding a range of</td>
<td>30%</td>
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<td></td>
<td>advocacy actions related to specific educational policies / laws.</td>
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<tr>
<td>Discussion Board Participation</td>
<td>Students will participate in regular online discussions about course topics.</td>
<td>20%</td>
</tr>
<tr>
<td>Reflections / Written Analyses</td>
<td>Students will write critical reflections / analyses of or about readings</td>
<td>20%</td>
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<tr>
<td></td>
<td>and educational policies</td>
<td></td>
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<td>Engagement in Virtual Class Meetings</td>
<td>Students will participate in class meetings and discussions using the</td>
<td>10%</td>
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<td>Zoom conference tool.</td>
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Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Jan 15-19</td>
<td>Teacher Advocacy Quick-Write</td>
<td>Jan 19</td>
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<td>Civic Engagement Survey</td>
<td>Jan 19</td>
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<td>Jan 20-26</td>
<td>Reading Notes – Ch. 1</td>
<td>Jan 26</td>
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<td>Jan 27-Feb 2</td>
<td>M1 Discussion Board</td>
<td>Jan 30-Feb 2</td>
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<td></td>
<td>Action: Voter Registration</td>
<td>Feb 2</td>
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<td>Feb 3-9</td>
<td>Reading Notes – Ch. 3</td>
<td>Feb 5</td>
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<td>Feb 10-16</td>
<td>Discussion groups – Ch. 2/4 Outline</td>
<td>Feb 10</td>
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<td></td>
<td>Virtual Class Meeting</td>
<td>Feb 10</td>
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<td>M2 Discussion Board</td>
<td>Feb 13-16</td>
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<td>Feb 17-23</td>
<td>School Choice Stakeholder Perspectives</td>
<td>Feb 23</td>
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<td>Feb 24-Mar 1</td>
<td>Virtual Class Meeting</td>
<td>Feb 24</td>
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<td></td>
<td>Action: Federal Level</td>
<td>Feb 26</td>
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<tr>
<td>Mar 2-8</td>
<td>TEA Commissioners Google doc</td>
<td>Mar 4</td>
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<td></td>
<td>Action: State Level</td>
<td>Mar 8</td>
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<td>Mar 9-15</td>
<td>Advocacy Action &amp; Reflective Log Mid-term Check-in</td>
<td>Mar 15</td>
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<td>Mar 16-22</td>
<td>M4 Discussion: District Debt at a Glance</td>
<td>Mar 19-22</td>
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<td>Mar 23-29</td>
<td>M4 Discussion: School Board Make-up</td>
<td>Mar 26-29</td>
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<td>Mar 30-Apr 5</td>
<td>Virtual Class Meeting</td>
<td>Mar 30</td>
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<tr>
<td></td>
<td>Action: Local Level</td>
<td>Apr 5</td>
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<td>Apr 6-12</td>
<td>M5 Discussion</td>
<td>Apr 9-12</td>
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<tr>
<td>Apr 13-19</td>
<td>Action: Other Policies</td>
<td>Apr 19</td>
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<tr>
<td>Apr 20-26</td>
<td>Advocacy Action Log</td>
<td>Apr 26</td>
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<td>Apr 27-May 3</td>
<td>Work on Stakeholder Assignment</td>
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<td>May 4-8</td>
<td>Virtual Class Meeting</td>
<td>May 4</td>
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<td>Stakeholder Assignment Presentations</td>
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<td>Final Stakeholder Assignment</td>
<td>May 8</td>
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<td>Friday, May 8</td>
<td>LAST DAY TO SUBMIT ALL WORK</td>
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<td>May 9</td>
<td>COMMENCEMENT</td>
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**SED 582 (Evaluating Educational Policy for Advocacy) (3 credits; fully online)** spans 15 weeks. The course contains extensive written content that includes the same information students
in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, complete multiple writing assignments that evaluate their ability to think critically about educational policies and their impact on multiple stakeholders, and attend regular virtual class meetings. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

VI. Readings:
Required text for the course is:


Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. LiveText: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VIII. Course Evaluations:

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 COE 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.

**IX. Student Ethics and Other Policy Information:**

**A. Attendance (online):** This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 4 days) will result in the loss of a letter grade.

**Virtual Meeting Attendance:** Due to the social constructivist nature of our course it is expected that all students log in on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Students will be allowed one absence per semester; advance notice of absence is expected, when possible.

**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 (including the first 12 day attendance report) 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.

**B. 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, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/)

**C. Student Academic Dishonesty:** Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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.

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

E. 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.

F. 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.

X. Other Relevant Course Information:

A. Students experiencing food insecurity

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.
**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

B. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.

2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. *Please communicate with me via email as soon as the need to bring a child to class arises.* Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.

5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).
C. Students with DACA status

Letter from President Pattillo, SFASU (fall 2017)
Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President