I. 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.

II. Course Justification: This course 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.

III. 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 highlighted 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

IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of grade</th>
<th>SLOs covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy Stakeholder Assignment &amp;</td>
<td>Students will identify a relevant educational policy and will interview the</td>
<td>20%</td>
<td>SLO 1-4</td>
</tr>
<tr>
<td>Presentation</td>
<td>impact of the policy and will present their findings to the class and in a final written paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy Actions and Reflective Log</td>
<td>Students will engage in and write written reflections regarding a range of advocacy actions related to specific educational policies / laws.</td>
<td>30%</td>
<td>SLO 1, 7-8</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td>Students will participate in regular online discussions about course topics.</td>
<td>20%</td>
<td>SLO 1-7</td>
</tr>
<tr>
<td>Reflections / Written Analyses</td>
<td>Students will write critical reflections / analyses of or about readings and educational policies</td>
<td>20%</td>
<td>SLO 4-7</td>
</tr>
<tr>
<td>Engagement in Virtual Class Meetings</td>
<td>Students will participate in class meetings and discussions using the Zoom conference tool.</td>
<td>10%</td>
<td>SLO 1, 3</td>
</tr>
</tbody>
</table>

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
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 28-Sept. 3</td>
<td>Teacher Advocacy Quick-Write&lt;br&gt;Civic Engagement Survey + Reflection</td>
<td>Aug. 31&lt;br&gt;Sept. 3</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 4-10</td>
<td>Reading Notes – Ch. 1&lt;br&gt;M1 DB: Historical Context&lt;br&gt;<strong>Virtual Class Meeting</strong></td>
<td>Sept. 6&lt;br&gt;Sept. 7-10&lt;br&gt;Sept. 7</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 11-17</td>
<td>Action: Voter Registration&lt;br&gt;Reading Notes – Ch. 3</td>
<td>Sept. 13&lt;br&gt;Sept. 17</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 18-24</td>
<td>Reading Notes – Chapters 2 and 4</td>
<td>Sept. 24</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 25-Oct. 1</td>
<td>M2 DB: Secretary Cardona</td>
<td>Sept. 28-Oct. 1</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 2-8</td>
<td><strong>Virtual Class Meeting</strong>&lt;br&gt;School Choice Stakeholder Perspectives</td>
<td>Oct. 5&lt;br&gt;Oct. 8</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 16-22</td>
<td>Action: State Level&lt;br&gt;Advocacy Action &amp; Reflective Log&lt;br&gt;Mid-term Check-in</td>
<td>Oct. 18&lt;br&gt;Oct. 22</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 30-Nov. 5</td>
<td>M4 DB: School Board Make-up</td>
<td>Nov. 2-5</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 6-12</td>
<td><strong>Virtual Class Meeting</strong>&lt;br&gt;Action: Local Level</td>
<td>Nov. 9&lt;br&gt;Nov. 12</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 13-19</td>
<td>M5 DB: Discipline-specific advocacy</td>
<td>Nov. 16-19</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 20-26</td>
<td>FALL BREAK WEEK ***</td>
<td><strong>FALL BREAK WEEK</strong></td>
</tr>
<tr>
<td>14</td>
<td>Nov. 27-Dec. 3</td>
<td>Advocacy Action Log &amp; Reflection</td>
<td>Dec. 3</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 4-10</td>
<td><strong>Virtual Class Meeting</strong>&lt;br&gt;Stakeholder Assignment Presentations</td>
<td>Dec. 7</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 11-15</td>
<td>Final Stakeholder Assignment</td>
<td>Dec. 13</td>
</tr>
<tr>
<td></td>
<td>Friday, Dec. 15</td>
<td>LAST DAY TO SUBMIT ALL WORK</td>
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</tbody>
</table>
VI. Readings. Required text for the course is:


Additional readings will be assigned and/or distributed via D2L.

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.

USE OF GENERATIVE AI TOOLS:

Using artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance has the potential to undermine your ability to develop critical thinking, writing, or research skills that are essential for this course, for your academic success, and for your future career as an educator.

Therefore, students may use AI as part of their research and preparation for assignments, or as a text editor, but **text that is submitted must be written by the student**. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. If you use AI in any way for work associated with this course, you must cite it properly using APA. See how to do so [here](#).

Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. **Violations of this policy may be treated as academic misconduct.** If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

VII. Policy Information

A. Class Attendance: [Policy 6.7](#)

**Virtual Class 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. If you need to be absent for a Zoom session, you will need to watch the recording of the session and submit a written reflection of the session.

B. Student Code of Conduct and Academic Integrity: Policy 10.4

See especially the policy’s definition of plagiarism: Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

C. Course Grades: Policy 5.5

D. Final Course Grade Appeals by Students: Policy 6.3

E. Academic Accommodations for Students with Disabilities: Policy 6.1

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/

F. Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities: Policy 6.6

G. Course Evaluations

Near the conclusion of each semester, students electronically evaluate courses taken.

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 (full-time and part-time) annual evaluation processes, 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!

The course evaluation process 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 summarized data will not be available to the instructor until after final grades are posted.

H. Other SFA Policy Information

VIII. Resources

A. Mental Health Considerations: SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

B. Students experiencing food insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

C. 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).