Syllabus

EDAD 5388: Educational Policy Issues in the Public School
Summer 2014

Instructor Information
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Course Information
Section Information: EDAD 5388.001
Course Time and Location: UTA Blackboard

Description of Course Content
Examination of positions on policy issues of importance in public education

Student Learning Outcomes
Students are expected to master the following learning outcomes:
- Define public policy and cite numerous examples of various public policies.
- Discuss relationship between policy studies and politics.
- Cite examples showing tensions between competing values.
- Describe the state-level policy-making process.

Textbooks and Materials
Fowler, F. C. (2013). *Policy studies for educational leaders: An introduction* (4th ed.). Boston,
       MA: Pearson. ISBN 9780132678117

While the 4th edition is preferred, Fowler, F.C. (2009). *Policy studies for educational leaders: An
       introduction* (3rd ed.). Boston, MA: Pearson. ISBN 0136157270 may be utilized but will
       not contain all the information perhaps needed for quizzes, etc.

For certification-seeking students starting the program beginning in Spring 2012, you must
purchase Tk20 at https://tk20web.uta.edu/campustoolshighered/start.do. On the bottom left hand
side of the screen, click on "Click here to purchase or register your student account."

University Mission
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence
in a student-centered academic community characterized by shared values, unity of purpose,
diversity of opinion, mutual respect and social responsibility. The University is committed to
lifelong learning through its academic and continuing education programs, to discovering new

knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

National Standards
For students seeking principal certification, the course is intended to meet the 2011 standards set by the Educational Leadership Constituent Council for school building-level education leadership.

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the

school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

College of Education and Health Professions Conceptual Framework
The conceptual framework of the UT Arlington College of Education and Health Professions was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are *Partners for the Future*, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work,

standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals. The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal-the development of informed and responsible ***Partners for the Future*** who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

State Domains and Competencies
Domain I—School Community Leadership ("School Community" includes students, staff, parents/caregivers, and community members.)

> Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

> Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

> Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II—Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III—Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Attendance

As this is a Blackboard course, there is no attendance. However, students are responsible for checking the Blackboard course for announcements and are responsible for knowing about and completing all assignments on time. Be aware of potential reasons that technology might not be working in the event you are waiting until close to the deadline to complete your work.

Assignments

Cheating or plagiarism will result in a zero on the assignment or other consequences described in university policy. Late work may be submitted with permission of the instructor. If late work is accepted, the grade is subject to penalty.

Professionals are expected to express themselves capably in writing. All materials for the course should be carefully prepared, processed, and proofread following the APA. Significant grammatical, mechanical, or format (APA) errors distract from content and will be reflected in your grade.

Complete on time all assignments listed below.

1. Complete all quizzes. Check due dates in syllabus. All quizzes combined will account for 20 points or 20% of your grade.
2. Post answers to discussion questions posed by instructor to Introduction and each of the chapters of the textbook on Blackboard Discussion Board. Discussion prompts are due by the dates in the syllabus. Do not wait until the last minute to post so that others can read and so that you will have time to post replies. Reply to at least two other students' initial postings. Also respond to others when they respond to your post. You may elaborate, agree in part, or disagree. Be sure to keep all comments professional and respective. All discussions combined will account for 20 points or 20% of your grade.
3. *Debate Paper*: Write a three-page double-spaced paper summarizing your positions on the three Pro-Con Debates (pp. 60-61, 73, and 160-161). Include three debates you are likely to encounter in the next couple of years and include a brief pro and con argument for each side of the debate. The paper is worth 20 points or 20% of your grade.
4. *Values Paper*: Write a two-page double spaced paper regarding the three activities described on pages 116-117 of the text. The paper is worth 20 points or 20% of your grade.
5. *Summary Paper*: Write a four-page double-spaced paper reviewing the textbook, the course, and your experiences while in this program. How have your knowledge, attitude, and skills been affected? What more will you need to do to prepare yourself to be a successful instructional leader? How will you define success? The summary paper will also include a debate topic around which you will discuss your review. The topic will be given to you in instructor comments in Blackboard. The paper is worth 20 points or 20% of your grade.

While APA is the recommended style for writing in this program, the papers will not be graded on APA formatting, etc. However, you should practice APA style and learn as much as you can about that style especially if you are new to the program and APA.

Professional Dispositions
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Grading
A = 90-100% of points
B = 80-89% of points
C = 70-79%of points
D = 60-69% of points
F = 59%-less of points

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Each assignment is worth 20 points of your grade.

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity
Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:
I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom

Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey
At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Tentative Course Schedule
June 2-3
Read syllabus; post hello on Blackboard Discussion.
Complete Unit 1 by June 3.

June 4-6
Complete Unit 2 by June 6.

June 7-11
Complete Unit 3 by June 11.

June 12-16
Complete Unit 4 by June 16

June 17-19
Complete Unit 5 by June 19.

June 20-24
Complete Unit 6 by June 24.

June 25-27
Complete Unit 7 by June 27.

June 28-July 4
Catch up on reading; take a break. Instructor will be at a conference; email may be delayed.

July 5-9
Complete Unit 8 by July 9.
Values paper due is before midnight on July 9.

July 10-14
Complete Unit 9 by July 14.

July 15-17
Complete Unit 10 by July 17.

July 18-22
Complete Unit 11 by July 22.
Debate paper is due before midnight on July 22.

July 23-25
Complete Unit 12 by July 25.

July 26-30
Complete Unit 13 by July 30.

July 31-August 4
Complete Unit 14 by August 4.
Summary paper is due before midnight on August 4.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown