ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDUCATION AND PUBLIC POLICY IN THE UNITED STATES

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 3660 |
| **Section #:** | 2696 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | None |

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| **Day, Time and Campus:** | Online | Enter Time | | Choose an item. |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted | | http://web.spcollege.edu/instructors/id/dupoux.errol | |
| **Office Location:** | St. Pete Gibbs | | TE 105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Acting Dean: Dr. Tashika Griffith | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is designed to study the relationship between education and public policy at the federal, state, and local levels of government. Emphasis is placed on the social, political, and economic factors that affect the development of educational public policy. 47 contact hours.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

1. The student will explain the major educational historical developments in public policy by:

1. ​Defining the key terms of educational policy (i.e., social theory, schooling, training, education, political economy, ideology).

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1. Describing the Jeffersonian ideal.
2. Analyzing the different perspectives of major stakeholders regarding educational policy in the 19th

century.

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2. The student will discuss the impact of diversity, race, and gender within public policy by:

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1. Comparing and contrasting the progressive and reform movements for African Americans by Booker T. Washington and W.E.B. DuBois.

​ b. Analyzing the Native American educational experience historically through the present.

​ c. Writing a critical response paper on an educational issue related to gender and public policy.

​ d. Discussing the perceptions and misconceptions of specific populations.

​ 3. The student will describe contemporary factors that affect the development of educational public policy by:

​ a. Writing a critical thinking response paper on a current issue related to education and public policy.

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1. Researching the alternatives for K-12 and post-secondary education and the implications for students.
2. Analyzing the components of critical and digital literacy regarding the increased demands for students and the workforce.

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d. Explaining how public policy affects the teaching profession.

e. Evaluating the need for creativity and problem solving in the decision-making process

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| **Textbook(s)** | Required: Tozer, S., Senese, G., & Violas, P. (2021). *School and society*: *Historical and contemporary perspectives* (8th ed.). McGraw-Hill.  ISBNs: 9780078110481 (rental); 9781260686210 (digital); 9781260686166 (loose leaf) |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

1. **Supplemental Material**

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| Library: | [SPC Libraries](http://www.spcollege.edu/libraries/) |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| **Intro** | **5 pts.** |
| **Weekly Assignments: 20 pts. (14 activities @ 20 points each)** | **260 pts.** |
| **Critical Thinking Response Paper (AP)** | **100 pts.** |
| **Topical Discussions: 10 pts. (6 discussions @ 10 points each)** | **60 pts.** |
| **Chapter Quizzes (14 quizzes @ 10 points each)** | **140 pts.** |
| **Final Exam** | **100 pts.** |
| **Total Points for Course** | **665 pts.** |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

**C. Late Policy Assignment**

Assignment(s) due to Anthology Portfolio are extended to 3 days beyond the due date but students will not receive a grade higher than a C. All other assignments are due on the due date, no exceptions.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. [**COE SYLLABUS STATEMENTS**](https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing)
3. [**SPC Syllabus Statements**](http://www.spcollege.edu/addendum/)

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the Syllabus/Calendar/MyCourses.

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| **TOPICS/MODULE** | **DUE** | Points |
| **Introduction to the Course** | **Post One Word Introduction in Start Here folder Due 1/16** | **5** |
| **Chapter 1/Module 1** | **Chapter 1 Quiz Due 1/23**  **Defining the Terms Assignment Due 1/23** | **10**  **20** |
| **Chapter 2/Module 1** | **Chapter 2 Quiz Due 1/30**  **Body Biography (Thomas Jefferson) Assignment Due 1/30**  **School Names: Then & Now Discussion Due 1/30** | **10**  **20**  **10** |
| **Chapter 3/Module 2** | **Chapter 3 Quiz Due 2/6**  **Circle of Viewpoints Assignment Due 2/6**  **Expanding the Circle of Viewpoints Discussion Due 2/6** | **10**  **20**  **10** |
| **Chapter 6/Module 3** | **Chapter 6 Quiz Due 2/13**  **Step Inside Assignment Due 2/13** | **10**  **20** |
| **Chapter 7/Module 3** | **Chapter 7 Quiz Due 2/20**  **Scavenger Hunt Assignment Due 2/20** | **10**  **20** |
| **Chapter 5/Module 4** | **Chapter 5 Quiz Due 2/27**  **It Says/I Say/And So Assignment Discussion Due 2/27** | **10**  **20** |
| **Chapter 4/Module 4** | **Chapter 4 Quiz Due 3/5**  **Critical Thinking Response Paper (AP) Due 3/5** | **10**  **100** |
| **Chapter 12/Module 4** | **Chapter 12 Quiz Due 3/19**  **Just Because Poems Assignment Due 3/19** | **10**  **20** |
| **Chapter 8/Module 5** | **Chapter 8 Quiz Due 3/26**  **Contemporary Issue Review Assignment Due 3/26**  **Contemporary Issue Assignment Discussion Due 3/26**  **College Education: Then and Now Assignment Due 3/26** | **10**  **20**  **10**  **20** |
| **Chapter 9/Module 6** | **Chapter 9 Quiz Due 4/2**  **What in the WORLD? Assignment Due 4/2** | **10**  **20** |
| **Chapter 11/Module 6** | **Chapter 11 Quiz Due 4/9**  **A Closer Look at Workforce Organizations Assign Due 4/9** | **10**  **20** |
| **Chapter 10/Module 7** | **Chapter 10 Quiz Due 4/16**  **Education as a Profession Assignment Discussion Due 4/16**  **Education as a Profession Assignment Quiz Due 4/16** | **10**  **10**  **20** |
| **Chapter 13/Module 8** | **Chapter 13 Quiz Due 4/23**  **A Closer Look: Culturally Relevant Pedagogy Assig Due 4/23** | **10**  **20** |
| **Chapter 14/Module 8** | **Chapter 14 Quiz Due 4/30**  **Exploring Creativity Assignment Due 4/30**  **Teacher Leadership & Creative Solutions Discussion Due 4/30** | **10**  **20**  **10** |
| **Synthesis** | **Final Exam: Due 5/7** | **100** |
|  | **Total** | **665** |

**VII. Uniform Core Curriculum / Program Learning Objectives Assignments**

[**UCC Tables for Active Courses**](https://spcollegeedu-my.sharepoint.com/:x:/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A)

**(Assignment: Critical Thinking Response Paper – submitted in Anthology Portfolio)**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on the UDL framework.