EDU 691: Policy, Advocacy and Contemporary Issues in Education
Fall 2017
Syllabus

Instructor: Andy Farley
Email: afarley@carrollu.edu
Office Hours: Prior to and following class and other times by appointment

Course Description:

Using a leadership lens, this course, considers current and emerging issues and trends impacting education which include demographic shifts; globalization; technology; data-based decision making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty. Emphasis will be on developing, analyzing, and clarifying personal beliefs, values, and assumptions as they relate to educational practice and decision-making within the context of what can often be contentious and difficult to-resolve educational issues.

Learner Outcomes
Students will:

1. Examine local, state and national policy and the impact on learners and leaders and systems
2. Complete an equity audit including reference to SES, disability, race, gender, etc.
3. Analyze educational models and initiatives such as charter, magnet, voucher, alternative, and their impact on educational policy and practice.
4. Explore and advocate for inclusive practices in learner centered classrooms and schools.

Text:

Course Assessments:

1. Participation in the community of practice (25%). Opportunities for participation include discussion, in-class activities, reflective sharing, partner and group work and advisory groups. As a member of this community of practice, your full presence is needed and valued. (L. O. # 1-4)

2. Issues and Trends Contributions (25%). Participants will review current issues addressing advocacy, equity and personalized learning found in local, national or global news sources, social media and/or educational journals. Each participant will bring a source each month to share and discuss. (L.O. #1 & 3)
3. **Equity Audit** - The purpose of this equity audit was to examine the school's data for barriers related to students' success. Participants will conduct an equity audit and prepare a response and plan for creating access to learning and learning environments for typically marginalized groups. (L.O. #2)

4. **Collegial Study (35%)** Participants will facilitate a collegial study focused on inclusive, learner-centered environments. (L.O. #4)

**Grading Policy**

**Evaluation Requirements:**

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<tr>
<th>Letter</th>
<th>Grade points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
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<tr>
<td>AB</td>
<td>3.50</td>
<td>90-94</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>85-89</td>
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<tr>
<td>BC</td>
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<td>70-74</td>
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<tr>
<td>F</td>
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<td>below 70%</td>
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**Campus Information:**

*General Policy Statements*

**Accommodation for Disabilities** - Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center (262-524-7335). Carroll University’s ADA and 504 procedures will be followed.

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.

** Modifications to the syllabus** - The instructor and the university reserve the right to modify,
amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).