

## **Why SB 613 by Bullard and SB 662 by Dahm are Bad Bills**

**SB 613 and SB 662 are virtually identical. The bills are unnecessary, since state science standards and policies already provide appropriate freedom to science teachers. The standards require teachers to use the 8 scientific practices in their classroom which guarantee critical thinking--even thinking critically about currently accepted science. The bills are based on a model bill promoted by the Discovery Institute, the promoters of intelligent design creationism.**

**SB 613 and SB 662 remove accountability, since it would make it impossible for administrators and school boards to restrain maverick teachers. Despite the bills' sponsors assurances, local control would be lost.**

**SB 613 and SB 662 are so vague that it would engender unnecessary conflict, and even litigation, over science curriculum and instruction.**

**SB 613 and SB 662 are opposed by organizations of science teachers, its supposed beneficiaries; the Oklahoma Science Teachers Association, the National Science Teachers Association and the National Association of Biology Teachers all oppose the bill.**

**The catchphrase “scientific strengths and weaknesses” is deceptive. It was developed by a creationist think tank (Discovery Institute) and used in its model “academic freedom act”. The sole purpose of such bills is to provide cover to those that would promote the illegitimate “scientific creationism” or “intelligent design” in school science classes. Check out the Wikipedia article on Strengths and weaknesses of evolution for more information.**

**The bills promote the use of “scientific information” by teachers in presenting controversial topics. “Scientific information” is a loaded term that is not defined in the bill. “Scientific information” could mean anything that sounds “sciency”, from crackpot pseudoscience websites to the creationist “curriculum” available from the Discovery Institute.**

**The bills set students up for learning more about alternative theories than strong science that is tested by standardized tests that are necessary for being college and career ready. In Oklahoma, our economy requires a strong STEM workforce. This bill does nothing to help students be STEM ready, and therefore harms our economy.**

**The bills are a solution looking for a problem. Similar bills in other states have been called the Alternative Facts Bill.**

**Provided by Oklahomans for Excellence in Science Education – [www.oklascience.org](http://www.oklascience.org)**