

GEORGE MASON UNIVERSITY
College of Education and Human Development

Course Title: *Education Policy: Process, Context and Politics*
EDUC 870
Spring 2011

Instructor: Dr. Penelope M. Earley
Class Date & Time: Tuesday 7:20 – 10:00
Class Location: 316 Innovation Hall
Contact Information:

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Office Hours: By Appointment: M-F 9:30 a.m. – 3:30 p.m.

COURSE DESCRIPTION

This course examines theories of and research on public policy decision making in education at the local, state, and national levels and its impact on education institutions, students, and the public. Particular attention is given to which government entities have authority over education decision making and the resolution of competing policy arguments within the political arena. Prerequisite: Admission to the Ph.D. program or permission of instructor.

STUDENT OUTCOMES

At the conclusion of this course, students should be able to:

1. Understand and explain the responsibilities of various levels of government for pre-K – 16 education.
2. Analyze and describe the impact of social, legal, and political forces on the functioning of education in the United States.
3. Analyze and articulate differing policy arguments and perspectives regarding education.
4. Understand the various research frames and methodologies used to study education policy.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

There are no specialized standards specific to education policy studies. However, most, if not all standards for educators expect professionals to be aware of the political, social, economic, legal and cultural context of public education in the United States. This course provides students with that background and understanding.

NATURE OF COURSE DELIVERY

This course is taught using lectures and discussions.

TEXTS, READINGS, AND RESOURCES

Required

Sykes, G., Schneider, B., & Plank, D.N. (Eds.) (2009). *Handbook of Education Policy Research*. New York: Routledge.

Publication Manual of the American Psychological Association (6th ed). Washington, DC: American Psychological Association

Additional Resources and References

Allington, R. L. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.

Brafman, O. & Brafman, R. (2008). *Sway: The irresistible pull of traditional behavior*. New York: Broadway Books.

Cross, C. (2003). *Political education: National policy comes of age*. New York: Teachers College Press.

DeFattore, J. (1992). *What Johnny shouldn't read: Textbook censorship in America*. New Haven, CT: Yale University.

Education Policy Analysis Archives, available on line (<http://epaa.asu.edu>)

Heck, R.A. (2004). *Studying educational and social policy: Theoretical concepts and research methods*. Mahwah, NJ: Lawrence Erlbaum.

Kingdon, J.W. (1995). *Agendas, alternatives, and public policies* (2nd ed.). New York: Harper Collins.

Kozol, J. (1991). *Savage inequalities children in America's schools*. New York, NY: Harper Collins.

Ravitch, D. (2003). *The language police*. New York, NY: Vintage Books.

Sabiter, P.A. (Ed) (2007). *Theories of the political process* (2nd ed.). Boulder, CO: Westview Press.

State Council of Higher Education for Virginia, available on line (<http://www.schev.edu>).

Stone, D. (1997). *Policy paradox: The art of political decision making*. New York: W.W. Norton.

The Constitution of the United States, available on line
(<http://www.house.gov/Constitution/Constitution.html>)

The Constitution of Virginia, available on line
(<http://www.legis.state.va.us/laws/Constitution.html>)

United States Department of Education, available on line (<http://www.ed.gov>)

United States Supreme Court, available on line (<http://www.supremecourtus.gov>)

Virginia State Department of Education, available on line (<http://www.pen.k12.va.us>)

COURSE REQUIREMENTS

- Students are expected to read all assignments before class and if a class is missed to get notes and any handouts from a colleague.
- Students are expected to participate in discussions of the readings (either in the class as a whole or in small groups)
- Please turn off your cell phone during class (this is an IM, texting, email checking free class)
- Specific assignments:
 1. *State constitution presentation.* Review and present to the class a brief summary highlighting the education provisions in a state constitution other than Virginia (this is not a written assignment). You will select your state on Sept. 8 and the presentation is **due on February 08. (15 points)**
 2. *Poster session presentation.* Read a chapter in the Sykes et al. text *not* assigned for class (EXCLUDING the commentaries). [Assigned chapters are: 03, 04, 07, 10, 11, 13, 14, 16, 20, 22, 23, 25, 27, 29, 36, 47, 51, 53, 57, 58, 59, 67, 69]. Prepare a brief summary, review, and critique of the chapter in the form of an academic poster presentation or round table. You will present your poster at one of four sessions held throughout the semester. You must provide a handout for everyone who attends and send a copy to the instructor before the session at which you present. Your presentation may be no more than 45 minutes (30 to present and 15 for Q&A). **Poster/Roundtable sessions will be held on March 01; March 22; April 19; & April 26. Three or four students will present on each date. (20 points).**
 3. *Policy framing proposal.* Prepare **a 1–2 page proposal** for your final policy framing paper (see #5 below). The proposal will present the focus of your policy problem or issue and describe the policy level at which decisions about this policy are being made. It will also describe the framework/s you are considering for your final paper, and the pros and cons of each in this context. **Proposal is due March 08. (10 points).**
 4. *Policy event summary and analysis.* Attend and write a 2-3 page summary and analysis of either a local school board meeting or other policy event (the latter must be approved in advance). If you do not attend a school board meeting, the policy event must be open to the public and one at which you are not a participant. Watching a school board meeting or other

event on TV does not count as attending. **Please submit shortly after attending the event, but the final due date is April 26. (20 points)**

5. *Policy framing paper.* Your final policy framing paper will be written as a policy brief for a hypothetical policymaker at the local, state, or federal level. (Be sure to specify which level you are targeting.) The paper will first present the policy problem or issue you have chosen to address, including the nature of the problem and the nature of the debate about the problem. It will then present and defend a policy framework for interpreting evidence about the debate. Based on that framework, it will discuss what types of evidence one would need to make a sound policy recommendation. It may be useful to provide examples of strong or weak evidence as related to your topic, if such examples exist. The paper should draw upon and cite relevant course readings and should be no more than 5 pages: up to 1 page to outline the problem/issue, and the remainder to describe and defend the policy framework and its empirical implications. **Due April 26 (35 points)**

EVALUATION

An evaluation rubric for this class is attached. All written work must be completed on a word processor and must be within the page limits established by the instructor. All papers must be formatted according to the *APA Manual of Style*.

Grading Scale:

A =	96-100	A- =	92-95
B+ =	89-91	B =	80-88
C =	79-75	F =	74 and below

COURSE SCHEDULE

January 25—Introduction to public policy and education

- Introductions
- Review of syllabus & class schedule
- Introduction to policy studies in education
- Discussion of the U.S. Constitution and authority for K-16 education
- **Assignment for February 01:** Read in Sykes, et al. Chapter 23 (Mead) and Chapter 57 (Cohen-Vogel & McLendon); find a copy of and read the President's State of the Union Address and the Republican Response.

February 01—Federal, state & local authority for education in the U.S.

- Education policy & the legal system
- Policy implications of the State of the Union & Republican Response
- Overview of Federal policy history in K-12 education
 - Cohen-Vogel presents three frameworks to explore the enactment of NCLB, which one do you think is best (most helpful for understanding)? What isn't accounted for in these theoretical frameworks?
- Selection of state constitutions

- Selection of chapter and date for poster/round table presentation (be sure to have backups in mind)
- **Assignment for February 08:** Read in Sykes, et al.: Chapter 58 (McDermott), Chapter 59 (Sykes, et al.) Chapter 25 (Jacobsen); and (2) Read the constitution for the state you selected and be prepared to give a 5-6 minute report on the provisions in it.

February 08— Does the tail wag the dog? (What’s the dog and what’s the tail?)

- Review and discuss poster assignment and policy paper assignments
- Presentation of state constitutions: What is similar and what is different?
- Discussion of state and local role in education policy decisions
 - What are the challenges for using state/district-level governments to form national education policy?
 - Has the historic role of district- or community-level governance of K-12 education outlived its usefulness?
 - What are the implications of the work by McDermott, Sykes, et al., and Jacobsen for efforts to create national K-12 standards, curricula, and examinations
- **Assignment for February 15:** Read in Sykes, et al.: Chapter 7 (Weimer), Chapter 10 (Orland), & Chapter 22 (Rosen).

February 15—Challenges of policy analysis and policy research

- How does the President’s Budget Request influence policy? What is it and why is it important?
- How does or can research inform policy?
 - Both Weimer and Orland describe a distinction between policy research and policy analysis: What are sources of possible bias in each?
 - Rosen presents a different lens to look at education policy and the scholarship that supports it. How does Rosen’s approach differ from Weimer and Orland? Which approach makes the most sense of the policy world as you know it?
- **Assignment for February 22:** Read in Sykes et al.: Chapter 3 (Hanushek), & Chapter 4 (McDonnell).

February 22—Economics, political science and education policy

- Discussion of the strengths and limitations of using economic or political science frames.
 - What are the assumptions of an economic approach to studying policy?
 - What are the assumptions of a political science approach to studying policy?
 - Are policy decisions rational?
- **Assignment for March 08:** Read in Sykes et al.: Chapter 11 (Borman), Chapter 14 (Desimone), Chapter 16 (McDonald),& Chapter 13 (Pigott). Policy Framing Proposal Due Oct 20.

March 01— Poster/Round Table Presentations

March 08— Education policy research methodologies

- The very political nature of education policy research.
 - Borman discusses the political environment that led to decisions by the federal government to favor SBR over other types of empirical studies. Pigott suggests that research syntheses and meta-analysis are useful research strategies. What policy topic or topics might be studied using randomized trials? Why?
 - Desimone suggests there are a number of ways to think about education policy research. Think of some policy problems that might lend themselves to her recommendations. McDonald discusses policy evaluation. Although evaluation studies are favored by many in the policy community, some scholarly journals will not accept them as examples of research. Why might that be?



March 15—Spring Break

March 22—Poster/Round Table Presentations

- **Assignment for March 29:** Read in Sykes et al.: Chapter 20 (Mickelson), Chapter 51 (Farkas), & Chapter 69 (Jones et al.).

March 29—Education policy and social justice

- Does policy have a moral purpose?
 - Chapters by Mickelson, Farkas, and Jones et al. each approach the policy challenges of equality from a different place. Does the education policy community have an obligation to study and formulate policy options to address social and economic inequalities? If so, what are ways to approach the issues?
- **Assignment:** Read in Sykes et al.: Chapter 27 (Honig), Chapter 29 (West), Chapter 36 (Plecki et al.), & Chapter 47 (Reteille et al.)

April 05—7:20 to 8:20...Informal time to meet and discuss your final policy paper.

April 12—No class (Remember to attend a school board meeting or other policy event)

April 19—Poster/Round Table Presentations

- **Assignment for April 26:** Read in Sykes et al., Chapter 53 (Plank et al.) & Chapter 67 (Fuller). **Policy Framing assignment due April 26 before class.**

April 26—Poster/Round Table Presentations

- **Assignment for May 03:** Policy Framing Paper Discussions
- **Deadline for all papers**

May 03—Putting the pieces together

- A common theme in educational policy studies is the tension between state autonomy vis a vis the goals and expectations of schools and federal interest and over site.

- Plank and Kessler discuss the ebb and flow of state authority in the US and other countries. Fuller argues that we can learn a great deal by studying decentralized reforms. How do these respective points of view help frame and inform policy debates?
 - Discussion of policy framing assignments
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Important Information for all students

The College of Education and Human Development expects all students to abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
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Grading Guidelines: EDUC 870 Education Policy: Process, Context, and Politics

Grade/Points	Quality of Work	Completeness of Work	Timeliness	Participation
A 96 – 100 A- 92 – 95	Exceptional quality and insight; a rare & valuable contribution to the field. Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.	100% complete and error free Accurate & seamless writing; virtually a complete product	100% on time Almost always on time; rare but forgivable tardiness (such as serious personal or family illness). Instructor is notified in advance that a paper may be late.	Outstanding; facilitates and promotes conversation focused on the topic; questions & comments reveal thoughtful reaction. Good team participant Well above average doctoral student; actively helps move group toward goal.
B+ 89 –91 B 80 – 88	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity. Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations.	Moderate shortcomings; minor elements missing that distract the instructor's ability to see the product as a whole. Evidence of effort but one or more significant and important points are missed or not addressed.	Assignments late more than once or without prior conversation with instructor; not necessarily chronic. More than half the assignments are late, but none are excessively late.	Reliable and steady worker; questions and comments reveal some thought and reflection. Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.
C 75 - 79	Undergraduate level and quality; unsophisticated; assignments show little or not connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Excessively or repeatedly late.	Weak or minimal participation; passive; often sidetracks group.
F below 74	Unacceptable	Difficult to recognize as the assigned task.	Missed or not submitted. Incompletes not made up.	No constructive participation; destructive; demeaning toward other points of view.