EPPL 601: Educational Policy: Development and Analysis
Fall, 2015
Wednesday, 7:15-9:45 pm
School of Education, Room 2060

Course Description: This course provides the opportunity for students to have a clear understanding of how policy works in education, how to analyze and formulate educational policies, and who the key interest groups and players are in the making of policy.

Relationship of This Course to Program and Professional Standards: This course is a required core course for graduate students working toward the doctoral degree in Educational Planning, Policy, and Leadership. It is related to NCATE standards Area IV, Educational Language, Public Policy, and Political Systems, and Political and Community Leadership A #1-4, B#3-7.

Course Purposes: This course involves an overview of the process by which education policy is formed, implemented, evaluated, and changed. It will equip students with basic knowledge to enter and participate in policy formation, explore how political systems respond to needs and initiatives, and generate ideas about how to evaluate policy implementation and provide useful feedback to policy makers.

Course Objectives:
Upon completion of the course, students will be able to:

1. Understand the social, cultural, and political forces shaping the evolution of contemporary education programs and institutions.

2. Show knowledge of important reports on education and to compare premises and conclusions for their policy implications.

3. Demonstrate an understanding of who decides and how decisions are affected by multiple forces in a pluralistic democracy.
4. Understand alternative approaches (methodological and conceptual) to policy-oriented inquiry.

5. Describe the basic functions of government and the roles of federal, state, and local agencies in education policy.

6. Compare and contrast alternative conceptualizations of educational policy making.

7. Explain the direct and indirect ways in which government action affects the operation of schools and school systems. (And to show the intended and unintended outcomes of policies.)

8. Describe and analyze networks of policy leaders and the roles their organizations play in the transmission, interpretation, and evaluation of state-level policy experiments.

9. Explain the limits on governmental power and the protections afforded individuals in pursuit of their constitutional and statutory rights.

10. Analyze cases of policy making in a dynamic system and understand that problems, solutions, and the system itself are loosely coupled in time and space.

11. Explain how symbols, language, information, and media relate to the distribution of power and allocation of results in the political arena.

12. Understand the political complexities of policy implementation.

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Course activities:

The following course activities will be employed:

Lecture
Assigned and recommended readings
Discussion
Assigned projects related to policy and policy research.

Texts:


Supplemental book of your choice—submit for approval
Course outline:

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, **knowledge and comprehension** of each of the following topics as well as the ability to **apply that knowledge to analysis** of educational programs and practices.

**Date**

**August 26-1**

**Topic:** Introductions  
Review of the syllabus  
Creation of groups  
Review of perceptions of policy

**September 2-2**

**Topic:** Democratic foundations of American education

**Read:** Fowler: Chapter 12 and Chapter 3  
Lavenia, M., Cohen-Vogel, L., & Lang: *Common Core*  
Sunderman & Kim: *The Expansion of Federal Power*  
(Optional) Burns et al.: *American Federalism*  
Shelly: *Flexible Response*

Goal: To understand the social, cultural, and political forces shaping the evolution of contemporary education programs and institutions.

**September 9-3**

**Topic:** Framework for analyzing the policy process

**Read:** Fowler: Chapter 1  
Perna et al.: *Typology of Federal and State Programs*  
Weick: *Educational Organizations as Loosely Coupled Systems*  
(Optional) Birnbaum: *How Colleges Work*  
Culver: *The Virginia Example*

Goal: To appreciate alternative perspectives in understanding educational policy making.
September 16-4  Topic: The language and symbols of policy  
*Guest Speaker: Anne Charity Hudley*

**Read:** Fowler: Chapter 6  
Smirčič & Morgan: *Leadership: The Management of Meaning*  
Tann: *Variation Theory*  
McDonald: *In Their Own Words*  
Stromquist: *Education Policies for Gender Equity*

**Due:** Journal Checkpoint #1

Goal: To understand how language, information, and media relate to the distribution of power and allocation of results in the political arena.

September 23-5  Topic: Governmental structure and the development of education policy

**Read:** Fowler: Chapter 8  
Maassen & Stensaker: *The knowledge triangle*  
Griffiths et al.: *Policy ‘partnerships’*  
Hearn et al.: *Accounting for student success*  
Perna & Armijo: *Ineffective alignment*

**Optional—Information**  
Virginia Administrative Code: [http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20](http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20)

William & Mary BOV:  
[http://www.wm.edu/about/administration/bov/?=&svr=web](http://www.wm.edu/about/administration/bov/?=&svr=web)

**SCHEV:**  
[http://www.schev.edu/SCHEV/HigherEducationSysOverview.asp](http://www.schev.edu/SCHEV/HigherEducationSysOverview.asp)

**Due:** Policy Paper

Goal: To describe the basic functions of government and the roles of local, state, and federal agencies in education policy.

September 30-6  Topic: Competing desires—equity, quality, efficiency

**Read:** Fowler: Chapters 2 and 5  
Butler: *Leading in the Age of Reform*  
Doud & Shieh: *Implications of State Fiscal Policies*
Timmers, Willemsen & Tijdens: *Gender diversity policies in universities: A multi-perspective framework of policy measures*

**Due: Team Research Critique-Part A**

Goal: To explain the direct and indirect ways in which government action affects the operation of schools and the school systems. (And to show the intended and unintended outcomes of policies.)

**October 7-7**

NO CLASS

**October 9**

TRIP to Washington DC

**October 14-8**

**HIGHER EDUCATION SALON—6:00-7:30 PM HOLLY**

**Topic:** Government and public policy in a democratic state.

**Read:** Fowler: Chapter 4
DeBray & Houch: *A Narrow Path*
Leslie & Berdahl: *The Politics of Restructuring in VA*
Baker and Friedman-Nimz: *State Policies and Equal Opportunity: The Example of Gifted Education*

Goal: To understand who decides and forces affecting outcomes in a pluralistic democracy.

**Due: Journal Checkpoint #2**

**October 21-9**

**Topic:** Policy “levers” and the control of education.

**Read:** Fowler: Chapter 9 and 11
Stanislav: *Bologna Process*
Pechar & Anders: *Higher Education Policies...*
McLendon et al.: *Called to Account*

Goal: To describe and analyze networks of policy leaders and the roles their organizations play in the transmission, interpretation, and evaluation of state-level policy experiments.

**October 28 -10**

**Topic:** Interest groups and “players” in policy development: Agenda Setting

**Read:** Fowler: Chapter 7
Baumgartner & Leech: *Interest Niches & Policy Bandwagons*
Nownes & Freeman: *Interest Group Activity in the States*
Tanberg: *Interest groups and government institutions*
Goal: To analyze cases of policy making in a dynamic system and understand that problems, solutions, and the system itself are loosely coupled in time and space.

**Due: Team Research Critique-Part B**

**November 4-11**  
**Topic:** Constraints on educational policy/Contemporary issues in educational policy

**Read:**  
Morgan: *Power*  
Turnipseed & Darling-Hammond: *Test Score*  
Davies: *Setting a Public Agenda for Higher Ed*  
Kober & Rentner: *Year 2—Common Core Standards*  
Gonzales & Tunez: *Ranking regime*

Goal: To show knowledge of important reports on education and to compare premises and conclusions for their policy implications.

**DUE: Advocacy**

**November 11-12**  
**Topic:** Implementation

**Read:**  
Fowler: Chapter 10  
Chrispeels: *Educational Policy Implementation*  
Rhoades: *The incomplete completion agenda*  
Domina: *What works in college outreach*  
Welton & Williams: *Accountability Strain*  
*Optional:* Sunderman: *The unraveling of NCLB*

**Due: Journal Checkpoint #3**

Goal: Understand the political complexities of policy implementation.

**November 18-13**  
**Topic:** International Context for Policy

**Read:**  
Bologna Report—Implementation Report  
Stech—*Bologna as new public management*  
Spring: *Research on Globalization and Education*  
Grek: *What PISA Knows*  

*Optional:*  
Tubbeh & Williams: *Framing Issues of International Education*
Goal: Explain the limits on governmental power and the protections afforded individuals in pursuit of their constitutional and statutory rights.

November 25-14   THANKSGIVING BREAK

December 2-15   Topic: Policy-related inquiry  
Review of Policy Briefs in Teams; Course Evaluation/Reflection

Sample Comp question—group project.

Due: Individual Policy Brief—Part C

Goal: To understand alternative approaches (methodological and conceptual) to policy-oriented inquiry.

December 9-16   NO CLASS MEETING

Due: Metareflection paper

Assignments:

1. Policy Paper- The System (15%): Select either the Common Core Standards or the Higher Education Act 2011. Analyze these initiatives/policies using context and meaning making as your orientation. Assume that the educational system is loosely coupled. Reflect on the following questions: 1) How might these policies have been formulated differently in a tightly coupled system? 2) How do symbols, language, and the media roles influence the ways in which these policies are understood by the public? (4 pp. max.)

DUE:  September 23rd

2. Policy Reflections-Reflective Journal (35%): Reflective writing provides a means to think about what you are learning and creates a forum in which to process new information to incorporate into your practice. This semester you will keep an ongoing reflective journal. The format of this can be in hardcopy or electronic based on your preference. Several components comprise this activity:

   A. Reading Questions: One section of your journal should contain a reading summary and reflection. Use a two-column format in which column A contains a brief summary of the reading (key points, take away facts) and column B contains your reaction to the article (e.g., reflect on how you will find use with knowing this material, what questions you might have, how this links to other course material). React to at least one reading per class—preferably include all readings.

   B. Class Reflection: One section of your journal should be devoted to a reflection of the class meetings and discussion. This section of the journal does not have to have a particular structure. You may write a short paragraph, set up a list that
addresses the key learning points for you, create a concept map to summarize
connections, etc.

C. **Book Reflection**: You will pick a policy book of your choosing to review (make
sure to let me know what book you are choosing so we can determine if this is
an appropriate option). After reading the book, provide a critique and review of
the book relative to the other readings and frameworks you have been presented
this term. Did the frameworks used in the book reflect what you have learned
this term? Did the author(s) provide a critical review of the topic or did they
bring particular assumptions to the material? This book reflection should be
approximately 3 pages long and may be turned in at any of the journal reflection
points.

C. **Metareflection**: Thinking about your thinking is termed metacognition;
reflecting on your reflections is metareflection. Transformational learning
occurs when we think about the assumptions we bring to situations and involves
critical reflection. At the end of the semester, you will create a final reflection
that is a reflection of the reflections you have created during the term. This
paper should be 3-5 pages long. Possible questions to consider in creating this
final reflection might be: What assumptions did you have initial about policy?
How have these changed over the course? What did you learn? How does this
class make you think differently about educational leadership? What actions
will you take now given what you have learned?

**DUE**: Check points for journal: September 16th; October 14th; November 11th
Metareflection paper: December 9th

3. **INDIVIDUAL Advocacy (15%)**: Policy formation, implementation, and
evaluation are critical components for educational leaders. You have gained knowledge on
the role of policy regarding accountability. Your advocacy actions may take a variety of
formats (e.g., a letter to the editor regarding state or local policy; a letter to a state or
federal representative; a workshop for parents/community members to educate on their
rights and options; a professional development session or brownbag to inform other
educators on their important role in the policy process, etc.). The format of this option
dictates what you will hand in—a copy of the letter/response and your reflection on both; a
copy of the agenda and participant evaluation for the workshop, etc. and a reflection of the
process. You may opt to align your advocacy with the session we will have in Washington
DC and engage with a policy topic that emerges during the visit or you may present a
formal proposal to the speaker during our visit and provide a reflection on the outcome.

**Due**: November 4th

4. **Policy Brief (35%)**: As Fowler (2012) points out, a number of stages are involved in
creating public policy. One way in which policy makers become aware of issues and
understand particular viewpoints is through reading policy briefs. Likewise, policy makers
write policy briefs to help educate the public and stakeholders about key elements of policy
and to aid in implementation. Synthesizing and critiquing information becomes a critical
component in the policy process. This project consists to a variety of stages as outlined
below:
4A. TEAM (10%): Three or four teams will be created for this project. Each team will have be assigned to a Policy Group on Mendeley or in Google Docs. More information on how to set up a Mendeley account is available on the Blackboard site. Each group will select from three common research articles in their Mendeley folder. The first part of the project involves a joint critique of the research article. This critique should contain the following points:
   a. Highlighting of the article of key points
   b. Comments inserted by each team member that critique the article
   c. An overall group summary of the main points of the article, tie ins with policy development, and veracity of the authors’ arguments.

**Due:** Posted in your group—Wednesday, September 30th

4B. TEAM contributions (10%): Each team will have an overarching policy focus. Possible topics might include: Workforce/Career Development; Developmental Education; College/Career Readiness; Achievement Gap; Financial Aid; Low-Income Student high school/college persistence; Increasing graduates for STEM careers, Partnerships, etc. Each team member will post two new articles to their Mendeley Group or Google Docs. Their posting must include highlighting/commentary. Team members must read other group contributions and provide a two paragraph summary on the connections/contradictions between the cumulative posted articles. This summary should be posted to the group’s discussion board on Blackboard.

**Due:** October 28th

4C. Individual. (15%): Each person must write a 4-5 page policy brief on the group’s chosen topic. The policy briefs will be posted to the team’s Bb group. During the final class meeting, teams will meet together to discuss similarities/differences in their briefs and point out the most effective arguments, anticipated reactions by policy makers and the public, and discuss learning outcomes from the project.

**Due:** December 2nd

**Evaluation:**

1. Policy Reflection #1 15%
2. Policy Reflective Journal 35%
3. Advocacy 15%
4. Policy Brief:
   a. Article Critique 10%
   b. Group Articles 10%
   c. Individual Brief 15%

   Total: 100%

A = Excellent work: well-conceived, logically developed, thoroughly documented,
clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. Late work will not be accepted except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.

**ACADEMIC HONESTY:** William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless presentation of others’ ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at:
http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcodeandstudentconduct/honorcode/index.php

**Accommodation and Accessibility:** I welcome diversity and wish to fully include students with disabilities in this course. Please notify me at your earliest convenience if you require course accommodations due to a documented disability, or if you have questions or concerns about the accessibility of this online course. If you would like to find out more about the process of requesting accommodations at the College and William and Mary, please contact the office of Disability Services at (757) 221-2509 or by email at lj henderson@wm.edu. I will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations. More information on the university policy regarding accommodation may be found here:
http://www.wm.edu/offices/deanofstudents/services/disabilityservices/policies/accommodationpolicy/index.php

**Civility Statement:** Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. In an online environment, tone in online formats of communication can be difficult to interpret given the lack of visual cues regarding intention. Thus, it is important to abide first of all by not using inappropriate language, displaying defiance or disrespect to others, or behaving aggressively toward others. If infractions occur, students may be asked to withdraw from the class and be subjected to disciplinary action under the Code of Student Rights, Responsibilities and disciplinary Procedures. See the following link for a copy of
the student code of conduct.
http://www.wm.edu/offices/deanofstudents/services/studentconduct/studenthandbook/student_code_of_conduct/index.php

**Cell Phones, Laptops, and Other Electronic Devices:** If you bring a cell phone or other electronic device to class, please assure that is it either off or on silent mode and out of sight. In the very unusual event that you must take a call during class, please sit near the door and leave the room quietly. Laptops can provide a good learning tool when used appropriately. Please refrain from personal use during class such as checking e-mail, chatting, surfing, or playing games. There will be times in class discussion that a “technology free” time will be imposed. There will also be opportunities for laptop use for individual and group activities. I expect prudent use of technology in class.

**Class Expectations:** You are responsible for completing the required readings in advance of the designated class session. Come to class prepared to engage in critical analysis and critique of the reading materials. Your contributions add to the learning experiences of others, please take this responsibility seriously.

**Written Assignments:** All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Paper format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the APA Manual. References for APA style are available on the class website.

**Credit Hour Policy:** The Federal Definition of the Credit Hour (from USDOE): For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
Bibliography


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Perna, L. W., & Armijo, M. (2014). The persistence of unaligned K-12 and higher education systems: Why have statewide alignment efforts been ineffective? Annals, AAPSS, 655, 16-35.


Welton, A., & Williams, M. (2015). Accountability strain, college readiness drain: Sociopolitical tensions involved in maintaining a college-going culture in a high


