EDLD 607 – Professional Doctoral Seminar: Policy Analysis
1 credit (CRN: 36144)

EMPL, College of Education, University of Oregon

Spring 2016 | Thursday 6:00 pm – 7:20 pm | offered on Adobe Connect

The greatest enemy of truth is very often not the lie – deliberate, contrived, and dishonest – but the myth – persistent, pervasive, and unrealistic.

- John F. Kennedy, early 1960s

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Office Hours: By appointment

COURSE DESCRIPTION: This course is designed as a doctoral seminar that will address educational policy analysis and applications in current practice. Policies exist to influence actions in various forms including guidelines, rules, regulations, laws, principles, and directions. The concept can be interpreted to exist at different levels, from governmental policies to basic behavior rules from parents to their children, all of which relates to the idea of directing power and authority.

After 30+-years of working in the educational field, I am certain that policy work involves making decisions, a ubiquitous activity for any administrator. Accordingly, we will discuss the way in which decisions should be made as well as common errors in making any decision. After all those years of work, however, I am unclear what policy work actually entails – therefore, we will address this thorny issue together in a seminar format.

The word seminar is derived from the Latin word seminarium, meaning "seed plot," a term quite appropriate to a seminar’s purpose: to generate ideas and critical thoughts pertaining to a particular topic. In modern parlance, a seminar is a relatively informal academic instruction practice that brings together small groups for recurring meetings. Those meetings focus on some particular subject in which everyone present is requested to actively participate by asking and answering questions. A seminar, then, is essentially a place where assigned readings are discussed, questions raised, and debates conducted.

My strong bias is that academic courses should provide a context for you to learn basic content, but also a forum where you can – and should – apply that content to a topic of your own interest and choosing. Moreover, I heartily endorse Albert Einstein’s belief that the educational process should teach you how to think critically – not what to think. Consistent with those two biases, I have done my best to structure this course to offer you opportunities to learn and apply course content to your own interests and in future career pursuits.
**COURSE LEARNING OBJECTIVES:** In this course, you will:

1. Learn about administrative policy decisions and common errors.
2. Advance your awareness about policy analysis and applications in various educational contexts and issues.
3. Sharpen your personal interest in policy work by developing and describing a policy study in class that you could, or will, conduct on a subject of your choosing.
4. Lead scholarly discussion of assigned readings during assigned classes.
5. Critique one another’s policy studies to (a) practice providing objective feedback to others and (b) benefit from fellow student’s insightful critiques.

**REQUIRED READINGS:** Apropos of my endorsement of Einstein’s belief regarding the purpose of the educational process, I have selected readings for the seminar on ways in which you should gather data on policy(ies) relative to a specific (small) setting and on how to think about applying those results in practice. Specifically, I have chosen a short textbook on case study research and four articles on thinking and using knowledge. I list those references below:


  

  
  doi:10.1037/h0034145
  

  
  doi:10.1126/science.185.4157.1124
  
  Link: [http://dx.doi.org/10.1126/science.185.4157.1124](http://dx.doi.org/10.1126/science.185.4157.1124)


I have assigned the articles and chapter 1 in the Yin book for the first three classes. I will lead those discussions, but I assume you will read and study those manuscripts before class. In line with the structure of a seminar, please know that I will call on all of you – prepared or not - to render opinions and answer questions.
In Class 1 I will assign each of you to lead one class discussion on one of the chapters (2-6) in the Yin book; I describe this assignment in more detail below.

**COURSE STRUCTURE:** Class meets routinely on Thursday from 6:00 pm – 7:20 pm. We will meet digitally through Adobe Connect; thus you could engage in the class in any number of settings. I really don’t care where you are when you are engaged in class as long as you choose a quiet environment conducive to listening and speaking without distraction. *Directions for accessing Adobe Connect are appended at that back of the syllabus.*

Course content will be delivered through lecture, guest speakers, student led discussions of assigned readings, and student presentations on individual policy studies. Course communication will be facilitated via the Canvas site ([https://canvas.uoregon.edu/](https://canvas.uoregon.edu/)) where you can upload assignments, access readings, and ppt slides of reading discussions and policy studies.

**ASSIGNMENTS:** Please note that there are no opportunities for extra credit, I will grade you only on the following tasks/assignments:

1. *Participation/Attendance (20 pts).* Your regular attendance and participation are required. Regular attendance means coming to class on time and staying for the entire class session. Participation means actively contributing to the discussions that will occur in class.

2. *Description of your Policy Study (10 pts).* Early in the course you will submit a short (2-page) description of the policy study you could, or will, conduct. You will discuss the project at different points throughout the course.

3. *Lead class discussion on assigned Yin chapter (35 pts).* You will be assigned one of the Yin chapters. In the assigned class for that reading you will be responsible for developing a roughly 20-30-minute presentation on the chapter along with 15 ppt slides describing the key points of the chapter. You must turn those slides in to me by the Monday before class (we meet on Thursdays) for my review. You will use those slides to structure your presentation on the chapter, ending the presentation with 3-5 key questions from the material. You will then lead a question and answer period with the other students for an additional 20-30-minutes; thus the entire exercise should be no more than 60-minutes. The “base” template for the assignment is at the back of the syllabus, which can be adapted to specific lectures if necessary.

4. *Presentation on your policy study (35 pts).* You will be assigned to present on your policy study during a specific class. The presentation should be 20-30 minutes in length and consist of roughly 15 ppt slides. All of the other students will critique your project, but only I will assign a grade to the assignment. The “base” template for the assignment is presented at the back of the syllabus, which can be adapted for specific projects if necessary.
**GRADING**: There are 100 total points for the course apportioned across expectations and assignments identified in the previous section. I will assign final grades according to the following breakdown.

- A = 90 or more points
- B = 80-89 points
- NP = Less than 80 points

**SCHEDULE OF ACTIVITIES AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
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| 1     | • Introductions and Course Overview  
       | • Volunteer for assignments  
       | • Yin – Chapter 1 |
| 2     | • Making Decisions – Coburn et al. & D’Zurilla & Goldfried  
       | • Guest Speaker: Nancy Golden |
| 3     | • Making Decisions – Furby & Tversky & Kahneman  
       | • Guest Speaker: Sue Reike-Smith |
| 4     | • Yin – Chapter 2  
       | • DESCRIPTION OF POLICY STUDY DUE |
| 5     | • Yin – Chapter 3  
       | • Discussion of Policy Studies |
| 6     | • Yin – Chapter 4 |
| 7     | • Yin – Chapter 5 |
| 8     | • Yin – Chapter 6  
       | • Presentation #1 – ppt DUE |
| 9     | • Presentations #2 & #3 – ppt DUE |
| 10    | • Presentations #4 & #5 – ppt DUE |

**POLICIES**

*Attendance*

Attendance is necessary to succeed in this course and master the course material. The *only way* to receive credit for leading the class discussion and presenting on your policy study is to complete the activity “in vivo” during the designated class. In the event you must miss another class for illness or unforeseen circumstances, you must let me know before class.

*Incompletes*

The assignment of an INCOMPLETE or "I" grade is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Should an "I" grade be required, students should notify me at the time such circumstances exist. A course completion contract must be developed with me and approved by me by Class (week) 9 of the term.
Late Work

Students must contact me no later than the day prior to the day of the class in case of illness or emergencies that preclude attending class sessions. Merely telling me that you will not be able to attend class does not guarantee that late work will be accepted, we must come to a mutual agreement regarding the work that will be completed.

You must not be late for the class in which you are to lead the discussion of the Yin chapter or when you are to present on your policy study. If you are absent you will not be able to make up that work as schedules for others are interdependent.

Academic Misconduct Policy

All students are subject to the UO Student Conduct Code: http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, or seeking assistance from the course instructor, the EMPL department head or the COE associate dean.

Outside the college, you may contact:
UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/Services/tabid/135/Default.aspx

Documented Disability

I will provide appropriate accommodations for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with me by the end of Class (week 2) of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. For more information on Disability Services, please see http://ds.uoregon.edu/
Expected Class Behavior

✓ Participate in class activities.
✓ Respect the diversity of cultures, opinions, and viewpoint in the classroom.
✓ Listen to other students, professors, and lecturers with respect.
✓ Arrive on time, prepared for class.
✓ Do not use your phone or laptop during class time to access personal or work contacts and/or correspondence.
✓ Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Diversity

It is the policy of the University of Oregon and the College of Education to support and value diversity. To do so requires that we as a college and class:

✓ respect the dignity and essential worth of all individuals;
✓ promote a culture of respect throughout the University community;
✓ respect the privacy, property, and freedom of others;
✓ reject bigotry, discrimination, violence, or intimidation of any kind;
✓ practice personal and academic integrity and expect it from others; and
✓ promote the diversity of opinions, ideas, and backgrounds that are the lifeblood of the university.

Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. Use "people first" language in speaking and writing about people with disabilities or other elements of diversity.

Inclement Weather

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu).
EMPL uses Adobe Connect software for general presentations and learning modules. If possible, it is best to test your computer equipment and connection before a meeting by following the instructions below. **DO NOT USE SAFARI, CHROME, OR INTERNET EXPLORER (IE) AS YOUR WEB BROWSER; USE FIREFOX & ADD-IN APPLICATION.**

**Step 1:**

**Step 2:**
Download and install the Adobe Connect 9 Add-In app. Select your operating system from the link. [http://blogs.uoregon.edu/uocoeempl/](http://blogs.uoregon.edu/uocoeempl/) (Select “Technical Information For Synchronous Sessions” menu)

**Step 3:**

**Step 4:**
Sign-in as a “guest” using your **FIRST** and **LAST** name as it would appear on a class roster.

**Step 5:**
Select the “Meeting” tab in the upper left hand section of the screen and run the “Audio Setup Wizard”

**Required Equipment**

- Computer or mobile device (with installed application)
- Wired (Ethernet) High speed internet connection (7 MBPS or greater)
- Headset (headphones or ear buds)
- Adobe Connect 9 Add-In App
- Microphone

**Suggested Equipment**

- Webcam
- Headset with built-in microphone

**Adobe Connect 9 Add-In App**

The Add-In app will reduce Adobe Connect connection and hardware errors. Download and install the Adobe Connect 9 Add-In app. Select your operating system from the link. [http://blogs.uoregon.edu/uocoeempl/](http://blogs.uoregon.edu/uocoeempl/) (Select “Technical Information For Synchronous Sessions” menu)
Windows

- 1.4GHz Intel Pentium 4 or faster processor (or equivalent) for Microsoft Windows XP, Windows 7 or Windows 8; 2GHz Pentium 4 or faster processor (or equivalent) for Windows Vista
- Windows XP, Windows Vista, Windows 7, Windows 8
- 512MB of RAM (1GB recommended) for Windows XP, Windows 7 or Windows 8; 1GB of RAM (2GB recommended) for Windows Vista
- Microsoft Internet Explorer 7, 8, 9, 10; Mozilla Firefox; Google Chrome
- Adobe Flash Player 10.3

Mac OSX

- 1.83GHz Intel Core Duo or faster processor
- 512MB of RAM (1GB recommended)
- Mac OS X, 10.5, 10.6, 10.7.4, 10.8
- No Adobe Connect Add-in support for Mac OS X 10.5 (Leopard). Users on Leopard can attend meetings in the browser.
- Mozilla Firefox; Apple Safari; Google Chrome
- Adobe Flash Player 10.3

Linux

- Ubuntu 10.04, 11.04; Red Hat Enterprise Linux 6; OpenSuSE 11.3
- No Add-in support for Linux. Users on Linux can attend meetings in the browser.
- Mozilla Firefox
- Adobe Flash Player 10.3

Mobile (Use as Last Resort)

- Apple supported devices: Devices running iOS 7 or greater.
- Android supported devices: HTC EVO 4G, Motorola Atrix, Motorola Xoom, Samsung Galaxy Tab 2 10.1, Samsung Galaxy Tab 2 7.0, Samsung Galaxy Tab 10.1, Samsung Galaxy SII/SIII, Nexus 7 tablet
- Android supported OS versions summary: 3.2 and higher

Network

- 10 MBPS (megabits per second) or greater high-speed connection. To test your internet connection speed please visit http://www.speedtest.net/or http://www.bandwidthplace.com/
- Wired connection (Ethernet to device)
- DO NOT USE SAFARI, CHROME, OR INTERNET EXPLORER (IE) AS YOUR WEB BROWSER.
SCORING TEMPLATE: Yin Chapters

Student: ______________________________________________________________

Chapter #: ______________________________________________________________

Required Elements (yes/no)
✓ No more than 15 ppt slides _____
✓ Slides “look right” _____
✓ Presentation no longer than 30-minutes _____
✓ Includes major points of the chapter
✓ Ends with 3-5 questions for discussion
✓ Leads 20-30-minute question & answer period _____
✓ Prepared for the lecture and questions _____

1. Introduction: (A B NP)
✓ Makes the case for the importance of the chapter & content

2. Overview: (A B NP)
✓ Brief summary of the chapter

3. Identifies Key Themes in the Chapter (A B NP)
✓ Specifies and describes each theme
✓ Slide summarizing each theme
✓ Describes application of the theme to policy work in general and, if possible, specific applications

4. Ends Discussion with 3-5 Questions from Chapter (A B NP)
✓ Questions accurately reflect the reading
✓ Questions indicate insight into the reading
✓ Questions lead logically into class discussion

5. Leads Question & Answer Period Effectively (A B NP)

6. Summarizes Chapter & Discussion Effectively (A B NP)
Strength(s):

Weakness(es):
SCORING TEMPLATE: PPT – POLICY STUDY

Student: ____________________________________________________________

Title: _______________________________________________________________

Required Elements (yes/no)
✓ No more than 15 ppt slides _____
✓ Presentation no longer than 30-minutes _____
✓ All required sections are evident _____
✓ Appearance _____

1. Introduction: (A   B   NP)
   ✓ Makes the case for the importance of the study
   ✓ Presents a clear purpose statement
   ✓ Ends with a research question(s)

2. Overview: (A   B   NP)
   ✓ Brief summary of the study

3. Setting & Participants: (A   B   NP)
   ✓ Description of the setting in which the study will take place
   ✓ Description of subject recruitment
   ✓ Description of subject assignment to experimental conditions

4. Design: (A   B   NP)
   ✓ Design “fits” the research question(s)
   ✓ Description of the design
   ✓ Figure (placed outside of text) presenting the design

5. Independent Variable: (A   B   NP)
   ✓ IV “fits” the research question
   ✓ Description of IV (e.g., length of intervention & classes)
   ✓ Description of implementation (i.e., who will administer the intervention)
   ✓ Fidelity of Implementation

6. Dependent Variables: (A   B   NP)
   ✓ DVs “fit” the research question
   ✓ Psychometric characteristics of each DV
   ✓ Administration procedures for each DV
7. Analysis:  (A  B  NP)

✓ Analysis “fits” the research question(s)
✓ Description of each comparison
✓ Null hypothesis for each comparison
✓ Alpha level for each comparison

8. Anticipated Results:  (A  B  NP)

✓ Description of anticipated results
✓ Implications for further analysis
✓ Implications for practice

9. Weaknesses of the Study:  (A  B  NP)

✓ Threats to internal validity

10. Dissemination Strategies:  (A  B  NP)

✓ Strategies “fit” appropriate audience
✓ Dissemination is practical
✓ Dissemination is likely to be effective and complete

Strength(s):

Weakness(es):