EDLD 632- Educational Policy Analysis
Winter 2015
CRN 21970, 27072, 27076

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Course Meeting Times and Places
This course is a hybrid of two in-person sessions that bookend seven online sessions. The first and last classes meet on campus in Eugene and in Portland at the UO campus at White Stag on Naito and Couch. During the remaining seven classes, students will use Adobe Connect to listen to lectures and participate in group discussions.

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<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday, January 5</td>
<td>5pm- 8:50pm</td>
<td>On-site (UO Eugene or Portland UO White Stag site)</td>
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<td>Monday, January 12</td>
<td>5pm- 8:50pm</td>
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<td>Monday, January 26</td>
<td>5pm- 8:50pm</td>
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<td>Monday, February 2</td>
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<td>Monday, February 9</td>
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<td>Monday, February 16</td>
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<td>Monday, February 23</td>
<td>5pm- 8:50pm</td>
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<td>Monday, March 2</td>
<td>5pm- 8:50pm</td>
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Course Overview
This course teaches the systematic interpretation and analysis of current educational policy issues using techniques such as issue analysis cost-benefit, competing values, impact, and effects analysis. The course helps students learn to distinguish between advocacy and analysis. It is designed to accommodate students who seek to become policy analysts, those who wish to employ policy analysis methods in their dissertation studies, those who wish to become more sophisticated in their ability to read and understand a range of policy analyses, and those who hope to participate more fully in the policy development and implementation process at any level.

The final goal of this course is to plan a mock policy symposium. You will work in groups and prepare several policy briefs of a quality that would allow them to be presented to state legislators, education leaders, foundation staff, key business groups, and other with interests in education policy. I work closely with several key policy leaders in the
state, and we will determine if the briefs you produce are of a quality sufficient to share them with legislators given that 2015 is a year the Oregon Legislature is in session.

Course Goals
1. Understand the nature of educational and social policy
2. Understand the challenges involved in conducting research on social policy issues
3. Become more aware of the most prevalent types of policy analyses
4. Develop an in-depth understanding of a policy issue and use that understanding as a frame of reference for interpreting and evaluating policy analyses related to that policy issue
5. Develop an understanding of research-based techniques for the systematic analysis of complex state and national education policy
6. Enhance writing skills, particularly the ability to maintain an impartial stance relative to controversial policy issues

Readings
Texts may be purchased from online bookstores or ordered through the UO Bookstore. Case Studies and articles are available for download on the course Blackboard site.

Books:
IAL/CAL students only: Policy analysis for educational leaders: A step-by-step approach. Allyn & Bacon. (Note: you may rent e-versions for much cheaper than the purchase price of a book.


Policy Analysis Briefs:
A series of briefs will be on Blackboard. Each needs to be read by the date assigned to it in the instructions on Blackboard.

Five Case Studies:
These will be available on Blackboard

Expectations & Assignments

Your final grade is based on: (1) preparation for class, including completion of course readings and attendance, (2) three brief peer-reviewed policy commentary papers, (3) three peer-reviewed case study critiques, (5) final project, which is a group preparation of a policy brief in a selected policy area.

Course Readings and Class Attendance: Due to the limited number of class meetings, it is important that you complete the readings in your assigned textbook, attend class, and be prepared to participate fully in discussions. I fully understand that you have a variety
of competing demands for your time. However, if you miss class for any other reason than a fully documented emergency, you will likely not be able to complete the class successfully.

**Three Policy Commentary Papers:** For the readings you select on your own, you will prepare *three brief commentaries* by answering 4 questions (listed below) for each of the commentaries. Submit your work electronically on Blackboard as directed and then peer-review four commentaries from people in your assigned group.

1. State the policy issue.
2. Describe the technique(s) the author’s used to reach her or his conclusion.
3. Describe any weaknesses in this technique and in the author’s conclusion.
4. Identify ways in which the piece could have been strengthened, referring to concepts taught in the course and to principles of good communication.

**Chapter presentations:** You will *work in groups or individually to present chapters* from your assigned book. The presentation will be in the form of a guided discussion with a slideshow (PowerPoint) presentation. You will present applications or examples of key chapter content and be prepared to pose questions to and answer questions from your classmates about the examples you present. Please seek to avoid going into excessive detail or simply reading the slides. Your presentation should have some “value added” beyond a recitation of the example presented. The best way to do this is to help your audience make connections between the concepts you are illustrating and the example you are presenting.

**Three Case Studies Critiques:** You will *analyze and critique three case studies*. Each case study will consist of a policy paper. You will be expected to investigate as needed beyond the paper itself to answer fully the questions below. The policy papers will be posted on the course Blackboard site. You will be responsible for reading each and coming to class prepared to discuss each with the class as a whole. You are encouraged to organize your thoughts into notes or an outline, which you will have an opportunity to discuss with others in the class.

Each critique should consider the following:

1. How well written is it? Did you understand it? Was the issue clear? Was it an important issue?
2. Did the methods used in the analysis seem appropriate to the issue? If so, why? If not, why not?
3. Could you discern a value position by the author(s)? If so, was there any relationship between that position and the agency that sponsored the analysis?
4. Can you discern any motive for the organization that sponsored or published the analysis to have done so?
5. Based on what you read, what do you think needs to be done? Are the report’s conclusions or recommendations sufficient? Should they be used as the basis for policy formulation?

6. Did you find yourself taking a position on the issue while you were reading the report? What position were you taking?

**Policy Paper:** The final project of this course is to prepare a policy paper for a hypothetical policy symposium to be attended by Oregon legislators, education leaders, foundation staff, key business groups, and others in the state with interests in education policy. You will work in teams to prepare one policy brief per group on a topic area your group may select. We will consider some examples of potential policy issues that could serve as the focus of the paper during the second and third class periods.
## Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Class topic</th>
<th>Heck Readings</th>
<th>Alexander Readings</th>
<th>Policy Commentaries (Students Discuss)</th>
<th>Case Studies and other Policy Brief (Students Critique and Discuss)</th>
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| **Session 1: 1/5**  
Introduction to Policy Analysis | **Chapter 1:** An introduction to policymaking and its study | **Chapter 1:** Laying the groundwork  
**Chapter 2:** Getting started at the beginning: Thinking of policy analysis as problem analysis | | |
| **Session 2: 1/12**  
Origins of policymaking | **Chapter 2:** Federalism and policymaking  
**Chapter 3:** Studying policy development, implementation and impact | **Chapter 3:** Taking the first step: Define the problem  
**Chapter 4:** Make the case by assembling evidence | | |
| **Session 3: 1/26**  
Origins of policymaking (cont’d) | **Chapter 4:** Political culture and policymaking | **Chapter 5:** Establish your driving values  
**Chapter 6:** Develop alternatives | **Policy Commentary #1:** | |
| **Session 4: 2/2**  
Policy Analysis frameworks | **Chapter 5:** Punctuated equilibrium theory and the advocacy coalition framework | **Chapter 7:** Weigh the options: Evaluating alternatives  
**Chapter 8:** Make recommendations | | **Case Study Critique #1** |
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<tr>
<td>Session 5: 2/9</td>
<td><strong>Chapter 6:</strong> Economic and organizational perspectives  &lt;br&gt; <strong>Chapter 7:</strong> Going Against the grain: New approaches</td>
<td><strong>Chapter 9:</strong> Persuade your audience  &lt;br&gt; <strong>Chapter 10:</strong> Implement the solution</td>
<td><a href="#">Policy Commentary #2</a></td>
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<td>Session 6: 2/16</td>
<td><strong>Chapter 8:</strong> An overview of method in policy research  &lt;br&gt; <strong>Chapter 9:</strong> Qualitative methods in policy research</td>
<td><strong>Chapter 11:</strong> Monitor outputs  &lt;br&gt; <strong>Chapter 12:</strong> Evaluate outcomes</td>
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<td><strong>Case Study Critique #2</strong></td>
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<td>Session 7: 2/23</td>
<td><strong>Chapter 10:</strong> Multilevel methods for conducting policy research  &lt;br&gt; <strong>Chapter 11:</strong> Growth modeling methods for examining policy change</td>
<td><strong>Chapter 13:</strong> Concluding remarks</td>
<td><a href="#">Policy Commentary #3</a></td>
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<td>Session 8: 3/2</td>
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<td><strong>Case Study Critique #3</strong></td>
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<td>Session 9: 3/9</td>
<td>Policy paper due  &lt;br&gt; Course wrap-up</td>
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<td><strong>Policy Paper</strong></td>
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Academic misconduct policy: All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertinent 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: The mission of the College of Education is to “Make educational and social systems work for all.” 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. Within the College of Education, you can contact: Joe Stevens, Associate Dean for Curriculum and Academic Programs: 346-2445, or stevensj@uoregon.edu or Surendra Subramani, Interim Diversity coordinator 346-1473, or Surendra@uoregon.edu. Outside the college, you can contact:
- UO Bias Response Team: 346-1139 or http://darkwing.uoregon.edu/~brt/
- UO Conflict Resolution Services 346-0617 or http://darkwing.uoregon.edu/~crs/
- UO Affirmative Action and Equal Opportunity 346-3123 or http://aaeo.uoregon.edu/

Diversity: It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- 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.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented disability: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks 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. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/
Expected classroom behavior: Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, or disrespectful comments are not acceptable in graduate-level course discussions or conducive to intellectually honest interchange.

Grievance: A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy [http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

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 home page (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.