EDLD 632 Education Policy Analysis
Winter 2016
4 credits

Instructor
Jo Smith, Ph.D.
Educational Methodology, Policy, and Leadership
Email: jos@uoregon.edu
Office: 112 Lokey Education Bldg
Office Hours: In person, via phone or over Adobe by appointment

COURSE MEETING DAYS, TIMES, AND LOCATION
Class meets Mondays from 5-8:50pm in Lokey 115. We will not have class on Monday, 1/18 in observance of the Martin Luther King, Jr. holiday

COURSE OVERVIEW
The purpose of this course is to introduce graduate students to the craft of writing education policy analyses. The course is designed for students who seek to become policy analysts, utilize policy analysis methods in their dissertation studies, and become more sophisticated in their ability to read and understand a range of policy analyses.

STUDENT LEARNING OUTCOMES
By the end of the term it is expected that students will:
1. Understand the nature of education policy analysis
2. Critique published policy analyses
3. Learn about the process of conducting a policy analysis through readings and a series of writing activities
4. Develop an understanding of techniques for the systematic analysis of complex state and national education policy issues
5. Conduct an analysis of a selected policy issue, developing an in-depth policy memo on the selected topic
6. Enhance writing skills, including the ability to maintain an impartial stance relative to controversial policy issues

TEXTBOOK AND READING MATERIALS


The Bardach and Stone texts may be ordered online. Policy briefs and other assigned readings will be available for download on the course Canvas site and/or distributed via email.
# SCHEDULE OF TOPICS AND ASSIGNMENTS

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<tr>
<th>Date and topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td><strong>Week 2: 1/11</strong>&lt;br&gt;Step 2: Assemble Some Evidence</td>
<td>Bardach (2012), p. 11-16 and p. 79-107; Mintrom (2003); Musso, Biller, &amp; Myrtle (1999); Kelly &amp; Palacios (2014); McGuinn (2015); AERA (2015)</td>
<td>Policy brief critique due by 1/10: McGuinn (2015) and AERA (2015); Submit policy memo topic and data collection plan to Jo by 1/14</td>
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<td><strong>1/18</strong></td>
<td>NO CLASS in observance of MLK holiday</td>
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<td><strong>Week 4: 1/25</strong>&lt;br&gt;Step 3: Construct the alternatives</td>
<td>Bardach (2012), p. 16-31 and p. 141-150; MacRae &amp; Whittington (1997); Beach, Thier, Lench &amp; Coleman (2015); Koppich, Humphrey &amp; Marsh (2015)</td>
<td>Policy brief critique due by 1/24: Beach et al. (2015) and Koppich et al. (2015); Bring 1-page memo #1 (draft) to class;</td>
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<td><strong>Week 5: 2/1</strong>&lt;br&gt;Step 4: Select the criteria</td>
<td>Bardach (2012), p. 31-47 and p. 159-165; Daugherty, Dossani, Johnson &amp; Wright (2014); Jacques and Potemski (2014)</td>
<td>Policy brief critique due by 1/31: Daugherty et al. (2014) and Jacques and Potemski (2014); 1-page memo #1 (final) due by 1/31</td>
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<td><strong>Week 10: 3/7</strong></td>
<td>Policy Analysis Presentations</td>
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<td><strong>Finals Week</strong></td>
<td>Policy Analysis Memo: Due by midnight Monday, March 14th</td>
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**Grading Components and Criteria**

Final grades will be based on the following elements:

1. **Class participation (2 points per week = 18 points):** This class uses a combination of short lectures, in-class partner and small group work, and class discussions. It is important, therefore, that you complete all the assigned reading before each class and be prepared to participate fully in discussions and class activities.

2. **Policy brief critiques (8, worth 4 points each for a total of 32 points):** For the weekly policy briefs, you will prepare short 2-4 page critiques. Email your work to jos@uoregon.edu by midnight the Sunday before class, using the format Lastname_Critique#.doc(x). In weeks with two briefs, you can compare them or select one to write about. You can focus on any of the following guiding questions (aim for depth in a few areas over breadth):
   - How does the analysis mirror Bardach’s steps? How does it deviate?
   - Self Interest and Advocacy: What is the writer’s point of view? Does the author have a personal stake/interest in the policy being analyzed?
   - Audience: Who is the intended audience? Is it clear who the potential audience would be? Is it a large or small audience? How is the author attempting to inform or influence this audience? With information? With interpretation? With policy ideas and solutions? Is the context of the problem discussed (i.e., is the genesis of the policy explained?), or is it assumed the audience will know this?
   - The Issue: Was the issue clearly defined? Was it an important issue? How well written is it? Are the report’s conclusions or recommendations sufficient? Should they be used as the basis for policy formulation?
   - Technical Methods: Did the methods used in the analysis seem appropriate to the issue? If so, why? If not, why not? How technical is the analysis? Can a lay person understand it, or only an expert? Is the level of technical detail appropriate to the problem, or does it seem designed to obscure an understanding of the issues?
   - Value position of the policy: What are the value positions underlying the analysis? Does the analysis appeal to the emotions? Does the analysis tend to confirm the value position held by the report writers and sponsors? Is the value position made explicit, or does the report act as if no values were being addressed through the policy and its analysis?
   - Your position: Based on what you read, what do you think needs to be done? Did you find yourself taking a position on the issue while you were reading the report? What position were you taking?

3. **Policy organization presentation (worth 4 points).** Each student will select one of the organizations that published one of the policy briefs and present an overview of the organization to the class. Questions to consider:
   - What is the organization’s mission?
   - Is the organization that is sponsoring the analysis partisan, bi-partisan, or non-partisan? Are they transparent in their stance?
Would they be a credible source to cite in your policy memo? If a scholarly article? In a literature review? In your dissertation? Why or why not?

Is the organization primarily concerned with education policy analysis, or does it have a larger organizational purpose and mission?

What education policy topics have they published on in the past 2-3 years?

Do they primarily publish research reports, opinion pieces, or policy analyses?

Do they mostly report synthesis of extant data or do they conduct their own data collection and analysis? How can you tell?

Who funds the organization? Is there evidence that this biases their reports?

4. **1-page policy memos (2 worth 8 points each, for a total of 16 points)**. The 1-page policy analysis memos are aimed at developing a policy analysis writing style, following the recommendations from Musso, Biller, and Myrtle’s (1999) *The Tradecraft of Writing for Policy Analysis and Management*. These memos will undergo the following steps: group discussion of a news article,

5. **Policy Analysis Memo (presentation worth 10 points, memo worth 20 points, for a total of 30 points)**: The final project for this course is a policy analysis memo following Bardach’s 8 steps. There are two parts to this assignment: an in-class presentation and a written policy memo. The in-class presentation will be delivered to a mock “client,” as appropriate to the issue: a district school board, the state board of education, a college institutional board, the state legislature, a member organization, or an advocacy group. Your presentation will be worth 6 points for content and 4 points for audience engagement. The written memo should be between 15-20 pages, double-spaced and should describe the policy issue (4 points), the various policy alternatives available (6 points), evaluate the alternatives along selected criteria based on a review of existing data and/or collection of new data (8 points), and suggest a course of action (2 points).

Final grades are based on the following scale: A+ 98-100%, A 94-97%, A- 90-93%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%. Any work scoring less than a C- will be required to be revised and resubmitted.

**STUDENT ENGAGEMENT INVENTORY**

Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. For this course, the following table shows the number of hours a typical student would expect to spend in each of the following activities, with an emphasis on writing tasks:

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<tr>
<th>Educational activity</th>
<th>Hours</th>
<th>Explanatory comments</th>
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<tr>
<td>Course attendance</td>
<td>31.5</td>
<td>10 class meetings of 3hrs and 30 mins each (20 mins break)</td>
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<td>Assigned readings</td>
<td>54</td>
<td>Includes text and supplementary reading materials (6 hrs/week)</td>
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<tr>
<td>Writing assignments</td>
<td>74.5</td>
<td>Includes policy brief critiques (8 x 2 hr), policy organization presentation (2.5 hrs), 1-page memos (2 x 4 hrs) as well as final paper preparation and writing (48 hrs)</td>
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<td>Total hours</td>
<td>160</td>
<td>These are approximations. Reading and writing times will vary per individual, with the expectation that writing will dominate the time allocation.</td>
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ATTENDANCE AND ABSENCE GUIDELINES
Active, participatory attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to contact the instructor prior to class; otherwise, the absence will be unexcused and 0 points awarded. In order to earn participation credits for the missed class, the student will need to obtain any distributed materials and arrange for an alternate assignment.

Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled; late submissions are otherwise not accepted.

EXPECTED CLASS BEHAVIOR
Class expectations include:
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students and the professor with respect.
- Return from breaks in a timely manner.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

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 Accessible Education Center 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 Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when
the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
- http://around.uoregon.edu/mandatoryreporting

**ACADEMIC MISCONDUCT POLICY**

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). 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.

**ADDITIONAL POLICY ON ACADEMIC HONESTY**

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program’s website:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(https://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses 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, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrom@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

GRIEVANCE POLICY

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 (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

IN CASE OF 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. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

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.

COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-course