EDLD 683 STATE AND LOCAL POLICY
FALL 2015
4 credits

Instructor
Jo Smith, Ph.D.
Educational Methodology, Policy, and Leadership
Email: jos@uoregon.edu
Office: 102T Lokey Education Bldg
Office Hours: In person, via phone or over Adobe by appointment

COURSE MEETING DATES, TIMES, AND LOCATION

Class meets Thursdays from 5-8:50pm over Adobe. There will be no class on Thanksgiving, Thursday, November 26th.

COURSE OVERVIEW
This course introduces graduate students to the education policy process at the state and local levels. The course is designed for students who seek to become more sophisticated in their ability to read critically about, understand, and interpret the policy process as well as the importance of the policy environment.

STUDENT LEARNING OUTCOMES
1. Gain greater familiarity with the policy development process, particularly at the state and local levels.
2. Understand better the values and mechanisms that underlie the policy process.
3. Consider the role of the state in policy formulation and implementation and the implications for local school districts and school buildings.
4. Develop a complex understanding of one specific example of the education policy process derived from direct observation of a local or state school board meeting.

TEXTBOOK AND READING MATERIALS


Supplementary readings as assigned will be available on Canvas.
<table>
<thead>
<tr>
<th>Class date and topic</th>
<th>Readings due before class</th>
<th>Assignments due by midnight Wednesday</th>
</tr>
</thead>
</table>
| **Week 1: 10/1** The Major Education Policy Actors | • Fowler, Ch 6  
• Brewer & Smith, 2008                                             | Reading reflection                                      |
| **Week 2: 10/8** Issue Definition and Agenda Setting       | • Fowler, Ch 7  
• Young, Shepley & Song, 2010  
• Liu et al., 2010                                                  | Reading reflection                                      |
| **Week 3: 10/15** Policy Formulation and Adoption; Policy Instruments | • Fowler, Ch 8-9  
• Jennings, 2010/11  
• Pruslow, 2001                                                  | • Reading reflection  
• Policy selection from Board meeting attended |
| **Week 4: 10/22** Policy Implementation                  | • Fowler, Ch 10  
• McLaughlin, 1987  
• Spillane & Callahan, 2000                                       | Reading reflection                                      |
| **Week 5: 10/29** Policy Evaluation                     | • Fowler, Ch 11  
• Harris, 2010                                                 | • Reading reflection  
• Paper to-do list                                                   |
| **Week 6: 11/5** Origins of Policy; Power               | • Fowler, Ch 1-2  
• Garda, 2011  
• Delpit, 1988                                                 | Reading reflection                                      |
| **Week 7: 11/12** Economy, Demographics, Political system and Culture | • Fowler, Ch 3-4  
• Ginsberg & Multon, 2011  
• Louis et al. 2008                                             | • Reading reflection  
• Paper outline                                                   |
| **Week 8: 11/19** Values and Ideology                   | • Fowler, Ch 5  
• Perry, 2009                                                   | Reading reflection                                      |
| **Week 9: 11/26**                                      | **No class - Thanksgiving**                                     |                                                       |
| **Week 10: 12/3** Education Policy in the US: Retrospective and Prospective | • Fowler, Ch 12  
• Davidson et al., 2015                                           | • Reading reflection  
• Paper draft due to peer reviewers                                 |
| **Finals Week**                                        | **Final papers due Thursday, December 10th by midnight**       |                                                       |
GRADING COMPONENTS AND CRITERIA

Final grades will be based on the following elements:

1. **Reading reflections (6 worth 5 points each = 30 points):** You are expected to read the required chapter(s) from the Fowler text as well as other assigned readings prior to class. To facilitate class discussions, you are asked to write short (2-4 page) reflection papers that you submit by midnight on Wednesdays before class. You are free to write about anything of interest to you from the reading. Some suggestions include ideas that had particular resonance for you, ideas with which you disagreed, theories you have seen in practice at your school or in your research, etc. You will submit 6 reflections, giving you three weeks in which you don’t need to submit a reflection. Choose any six weeks to submit a reflection. Points will not be awarded for late reflections, as the idea is to use the reflections to foster class discussion.

2. **Class participation (3 points per class = 30 points):** This class uses a combination of short lectures, guest presentations, in-class small group work, and class discussions. It is important, therefore, that you complete all the assigned readings before each class and be prepared to participate fully in discussions. These points are not given just for showing up; they will be awarded for participation in class activities and discussions. You are awarded 3 “free points” for Thanksgiving (you’re welcome!).

3. **Final Paper (40 points):** The final project for this course is to analyze a salient policy issue in either a school district of your choice or at the state level by attending a local school board meeting or viewing a state board of education meeting. Your paper can be completed individually, in pairs, or in a group of three, and should be approximately 20 pages double-spaced (following APA format). Your paper should use the analytical frameworks discussed in class and MAY include discussion of the following:
   a. What is the policy issue? Which elements of skillful issue definition (claims, evidence, solution, discourse, broad appeal, see p. 158-159) are present and which are lacking?
   b. How long has this issue been on the education policy agenda? At which stage of the policy process is it currently?
   c. How will/has the policy affected power distribution? Give specific examples from the board meeting about forecast or actual effects.
   d. What competing values are evident in the discussion around this policy?
   e. Find an EPPRC (see p. 150) that has taken a stance on this issue – what is their stance? How credible is it? Why?
   f. Using Lowi’s categories of control and/or McDonnell and Elmore’s policy instruments, (chapter 9), identify the type of policy and instrument.
   g. What is working/not working in this policy’s implementation or what do you predict once it is implemented? Has/will it become institutionalized?
h. Has any evaluation been done of the policy? If so, what type of evaluation was it (chapter 11), who conducted it, and what did it find? If not, what type of evaluation would you propose (consider doing a cost-effectiveness analysis).

i. What category of reform (chapter 12) does the policy subscribe to? Which of the four theoretical lenses from chapter 12 undergird this policy?

You need not address all of these areas and you may address other pertinent issues as appropriate. Depth is preferred to breadth.

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.

ATTENDANCE AND ABSENCE GUIDELINES
Active, participatory attendance is required to succeed in this course and master the course material and is worth 30% of the overall course grade, earned on the basis of class participation on in-class activities and discussions. If a student does miss class, it is the student’s responsibility to get class notes and handouts or other distributed materials as well as to arrange for alternate assignments to gain the missed credit. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Please email the instructor prior to class if you are going to be absent. If no prior arrangements have been made before class time, the absence will be unexcused.

EXPECTED CLASSROOM BEHAVIOR
Classroom 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, the professor, and guest lecturers 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.

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academichonesty.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-courses