EAHE 551
Policy and Politics in American Education Systems
Fall 2015

Class Schedule: Thursdays, 5pm-10pm - August 27; September 3, 10, 17; October 15, 22, 29, November 12; December 10

Location: 118 Pulliam Hall

Instructor: Brent Clark

Contact: Office – 126C Pulliam Hall
475 Clocktower Dr., Mail Code: 4606
Phone – (618) 304-2743
Email: clark@iasaedu.org

Office Hours: By appointment

Purpose:
This course will provide an introduction to education policy and the politics of education that affect elementary, secondary, and postsecondary schools. The course will encompass educational policy at the federal, state, and local levels with special attention to some of the contemporary political issues affecting schools. In fulfilling this purpose, the content in this course is aligned to the College of Education and Human Services Conceptual Framework and is relevant to the following standards and administrative functions and elements as prescribed by the Interstate School Leaders Licensure Consortium (ISLLC, 2008) and Educational Leaders Constituent Council (ELCC, 2011):

- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC 2; ELCC 2.1 & 2.3).

- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs (ELCC 4.2), and mobilizing community resources (ELCC 4.3) (ISLLC 4).
  ○ Collect and analyze data and information pertinent to the educational environment (ISLLC 4A; ELCC 4.1)

- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (ISLLC 5, ELCC 5).
Safeguard the values of democracy, equity, and diversity (ISLLC 5C; ELCC 5.3)
Consider and evaluate the potential moral and legal consequences of decision-making (ISLLC 5D; ELCC 5.4)

• *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context* (ISLLC 6, ELCC 6).
  - Act to influence local, district, state, and national decisions affecting student learning (ISLLC 6B; ELCC 6.2)
  - Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies (ISLLC 6C; ELCC 6.3)

**COEHS Conceptual Framework**

The Southern Illinois University Carbondale's College of Education and Human Services (COEHS) conceptual framework reflects the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate levels.

1. Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession.
2. Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.
3. Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning.

**Course Objectives:**

- Become familiar with the educational policy process at the federal, state, and local levels
- Become familiar with the impact politics have on elementary, secondary, and postsecondary education
- Conduct research in educational policy and politics
- Utilize knowledge of policy and politics to develop strategies for lobbying a specific educational agenda
Required:
Articles as assigned

Optional:

Forbidden Source:
Wikipedia!

Points Scale
Assignments:
- Reading Responses: 10 points (Total)
- Education Campaign (or Book Review): 25 points
- Individual Policy Assignment: 50 points (Total)
- Participation: 15 points

TOTAL: 100 points

Students must complete all of the assignments in order to satisfy the requirements of the course.

Grading Scale

100-90% = A  
89-80% = B  
79-70% = C

Attendance
All students will prepare for, attend, and participate in each class period. Missing class meetings will affect your participation points and may have a negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.
Late Policy
All students must complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade.

Disability
A student with a disability should contact Disability Support Services at 453-5738 (TTY: 453-2293) for service information. Please notify the instructor of necessary accommodations.

Emergency Procedures
“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

In-Class Electronic Communication Policy
During class time, all participants need to focus on discussions and other activities related to the material required for the course. As such, students cannot use cell phones, two-ways or electronic communications devices of any kind during class. This includes all calls, text messaging, Internet usage (other than instructor required or requested) or other electronic communications during class meetings. You are encouraged to leave your cell phone in your car or at home. If you elect to bring your cell phone to class, it should be off or in silent mode. If the instructor deems it necessary, all students will deposit their devices into the cell phone box for the duration of each class meeting.

The class may earn the privilege of utilizing tablets and laptops based on behavior and performance. However, you will all gain or lose this privilege as a group. If one person chooses not to pay attention during or participate in class, then the entire class lose existing or the hope of gaining expanded electronic privileges.
Course Assignments
Each student will complete his or her own work as required. Work should be typewritten in a 12-point font. All assignments should include a title, title page, and page numbers. **Submit all work electronically via email or Desire 2 Learn (DSL).** Remember, your D2L ID is SIU + your DAWG Tag number. Refer to the Morris Library D2L page – [https://online.siu.edu/](https://online.siu.edu/) to login and obtain help information.

As you submit your papers to D2L, the system will also run originality reports on your assignments via Turnitin.com. If you wish to test out the Turnitin.com for yourself, feel free to set up an account on the main site with your SIU email.

The university rules regarding plagiarism and academic dishonesty as outlined in the Section 2.1 of the Student Code of Conduct - [http://srr.siu.edu/__common/documents/SCC](http://srr.siu.edu/__common/documents/SCC) remain in effect for all students.

Reading Responses
Respond to reading assignments throughout the course. The response should describe the policy featured in the article, assess and critique the arguments presented, and argue for/against applying this information to your institution, department/division, and/or position. Does the policy discussed offer an adequate solution to addressing the educational issue it proposes to improve? Is it realistic? What real-world concerns does this article neglect to consider? Does this have any relevance to your current school? Is it valid, reliable, bias, etc? Be sure to support the argument you choose.

**Maximum** of three double-spaced pages in APA format. Papers are due on the day we discuss the article. Each student must complete **TWO** responses throughout the semester. Each response is worth 5 points.

**Due** – Day we discuss the article in class (Complete by **September 20th**) 

Education Campaign
Education issues do not always receive the kind of attention that we need to actually improve outcomes for students or communities. Rather than accept the status quo, your task is to select an educational issue that state and/or national politicians should receive attention during this year’s election. Create an ad for your issue that lobbies voters to support it and the politicians that will help make it possible. The format for your add is up to you. Print ads should be no more than one full page of a newspaper (11.25” x 14.25”). Multimedia ads such as animation, pre-recorded, or in-person staged ads should run no longer than 3 minutes. Political success depends on more than just communicating your message. You must also effectively sell your idea to others so be sure to keep that in mind as you construct your final campaign ads.
Due – October 22nd

Policy Development Project – Master’s Students and Practitioners

In many instances, when politicians and executive level administrators envision a new or alteration to a policy, they fail to consider the various elements that will influence its implementation and effectiveness. Identifying an institutional level issue of your choice, devise a policy and plan for its implementation. Be sure to clearly indicate the facility you are focusing on, the policy in question (what it is, its goals, and the motivation for this initiative), and your implementation. Among other features, your implementation plan should include participating personnel, oversight and monitoring structures, and possible strategies for evaluating the effectiveness of both the plan and the policy. The paper should follow APA and have a maximum length of 20 double-spaced pages plus references.

Due – Topic Selection
Research Question
Annotated Bibliography
Final Paper

Due – September 3rd 5 points
Due – September 10th 5 points
Due – September 17th 15 points
Due – October 15th 25 points

Policy Literature Review – Doctoral and Thesis Students

Each doctoral student will write a literature review on an educational policy issue. The paper should provide an overview of the topic including its history, any related legislation and court decisions, a summary and evaluation of relevant research and reports, and predictions and recommendations for the future. The paper should follow APA and have a maximum length of 20 double-spaced pages plus references.

Due – Topic Selection
Research Question
Annotated Bibliography
Literature Review

Due – September 3rd 5 points
Due – September 10th 5 points
Due – September 17th 15 points
Due – October 15th 25 points

Course Schedule

August 27th
Introduction and Overview
What is education policy?
Readings – Fowler, Chapter 1

September 3rd
Public Policy – Definition, History, and Context
Readings – Wirt & Kirst, Chapters 1-2 (Concepts & History)
St. John et al., Chapter 1 – Introduction

**September 10th**
Social Context and Educational Policy
*Readings* — Fowler, Chapters 2-3
What is the purpose of (public) education?

1850 1950 2004


**September 17th**
Education Policy – Federal
*Readings* — Fowler, Chapters 4-5 + pp. 140-151
Wirt & Kirst, Chapters 10 & 12


October 15th

Education Policy – State

Readings — Fowler, pp. 152-156

Wirt & Kirst, Chapters 8-9


October 22nd

Education Policy – Local

Readings — Fowler, pp. 152-156 and Chapter 7

Wirt & Kirst, Chapters 5 & 6


Research Question due

October 29th

Other Policy Stakeholders

Readings — Fowler, pp. 157-161

Wirt & Kirst, Chapter 7


Supplemental Reading:

**November 12th**

Media and Education Policy

Readings —
Wirt & Kirst, Chapter 3

Supplemental Reading:
December 10th  
Policy Implementation

Readings — Wirt & Kirst, Chapters 13-14

What is the nature of the policy implementation process?

December 10th  
Evaluation and Forecasting

Readings — Fowler, Chapter 10


All Reading Responses due

October 22nd  
Education Campaigns Due

November 12th  
Literature Reviews and Policy Implementation Papers due

Resources

★ American Council on Education (HE Policy page) - http://www.acenet.edu/resources/policy-research/
★ Brookings Institute - http://www.brookings.edu/
★ Center for Education Reform - http://edreform.com/
★ Center for Law and Social Policy - http://www.clasp.org/
★ Center on Education Policy - http://www.cep-dc.org/
★ Clearinghouse on Educational Policy and Management - http://cepm.uoregon.edu/
★ Education Commission of the States - http://www.ecs.org/
★ Education Policy Analysis Archives - http://epaa.asu.edu/epaa/
★ Education Trust - http://www.edtrust.org/
★ Educational Policy Institute - http://www.educationalpolicy.org/
★ Institute for Higher Education Policy - http://www.ihep.org
★ National Center for Policy Analysis (Education page) -
  http://www.ncpa.org/iss/edu/
★ Postsecondary Education Opportunity - http://www.postsecondary.org/
★ WestEd - http://www.wested.org/
★ Workshop in Political Theory and Policy Analysis -
  http://www.indiana.edu/~workshop/pubs.html (examples of policy papers)