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**EAHE 551**  
**Policy and Politics in American Education Systems**  
**Fall 2013**

**Class Schedule:** Saturdays, 8am-5pm from August 24th to September 28th

**Location:** ??? Pulliam Hall

**Instructor:** Saran Donahoo

**Contact:**  
Office – 129C Pulliam Hall  
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**Office Hours:** Tuesdays, 1:30-4:30pm  
Wednesdays, 12-2pm  
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 relevant to the following standards and administrative functions as prescribed by the Interstate School Leaders Licensure Consortium (ISLLC) (2008):

2. *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.*

4. *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*
   
   A. Collect and analyze data and information pertinent to the educational environment

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

6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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

Primary Texts:

Articles as assigned

Optional:

Forbidden Source:
Wikipedia!
Points Scale

Assignments -
- Reading Responses 10 points (Total)
- Group Lobbying Project 25 points (Total)
- 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

100-92% = A 91-82% = B 81-72% = C

Attendance
All students are expected to 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 are expected to 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 will 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 (D2L).** 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 21st)

Group Lobbying Project
You are educational lobbyists hired to create a policy that addresses an educational issue affecting your school, discipline, or administrative area. Your presentation should include enough information to educate the rest of the class on your issue. Additionally, your presentation MUST include a video or animation spot designed to help generate support for your idea from politicians, special interests groups, and members of the public. Your video must have a running time of at least one minute and no more than 12 minutes. As you present your information to the class (acting as your legislature, school board, or higher education governing board), focus on persuading them to adopt and implement your policy. Be sure to provide your audience with an executive summary of your policy (required). Creativity is both welcomed and encouraged!

Due – Presentation September 21st 15 points
Participation September 21st 10 points

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 September 7th 5 points
Research Question September 14th 5 points
Annotated Bibliography September 21st 15 points
Final Paper October 14th 25 points
Policy Literature Review – Doctoral 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
September 7th
September 14th
September 21st
October 14th
5 points
5 points
15 points

Course Schedule
August 24th
Introduction and Overview
What is education policy?
Readings – Fowler, Chapter 1

August 24th
Public Policy – Definition, History, and Context
Readings – Wirt & Kirst, Chapters 1-2 (Concepts & History)

August 31st
Labor Day Holiday!

September 7th
Social Context and Educational Policy
Readings – Fowler, Chapters 2-3
What is the purpose of (public) education?

**September 7th**

Education Policy – Federal

How does the federal government influence education policy?

*Readings – Fowler, Chapters 4-5 + pp. 140-151*

*Wirt & Kirst, Chapters 10 & 12*


**Topic Selection due**

**September 14th**

Education Policy – State

*Readings – Fowler, pp. 152-156*

*Wirt & Kirst, Chapters 8-9*


**September 14th**

**Education Policy – Local**

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

Wirt & Kirst, Chapters 5 & 6


**Research Question due**

**September 14th**

**Other Policy Stakeholders**

*Readings* — Fowler, pp. 157-161

Wirt & Kirst, Chapter 7


A report to stakeholders on the condition and effectiveness of postsecondary education. (2002, Jan./Feb.). *Change, 34*(1), 23-38. (File name: NCPI – Effectiveness)


**Supplemental Reading:**


**September 21st**

**Media and Education Policy**

*Readings* —
Wirt & Kirst, Chapter 3

Does the media react to or induce education policy changes?

*Supplemental Reading:*

**September 21**
Policy Implementation
Readings — Wirt & Kirst, Chapters 13-14

Annotated Bibliography due

**September 21**
Evaluation and Forecasting
Readings — Fowler, Chapter 10


**All Reading Responses due**

**September 21st**  Group Lobbyists Presentations

**October 14th**  Literature Reviews and Policy Develop Papers due

**Resources**

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