Term Information

Effective Term: Spring 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Course Listing changed to Ed Studies: Educational Policy

What is the rationale for the proposed change(s)?
The course was incorrectly put in Ed Admin when the College of EHE was restructured.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None. The course is taught by the same faculty member, but she is in Ed Policy, not Ed Admin.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Educational Policy
Previous Value: Educ Sts: Educational Admin
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8352
Course Title: Educational Policy in Democratic Society
Transcript Abbreviation: Ed Poli In Dem Soc
Course Description: Focuses on conceptions of democracy, the democratic aims of public education, and the processes of developing, implementing and analyzing policies that further those aims.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0401
Subsidy Level: Doctoral Course
Intended Rank: Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• a. To demonstrate the ability to analyze policy against one of five democratic aims discussed in the course: Equity, Efficiency, Security, Liberty, and Community.
• b. To develop an awareness of the role educational policy plays in the design and delivery of public education in society.
• c. To develop an awareness of the policy process, including the formation, implementation, evaluation and analysis of educational policy.
• d. To engage in an examination of the problems policy makers face in establishing equitable solutions.
• e. To expand research skills through the analysis of recent policy and policy literature.

Previous Value

Content Topic List
• Definitions of democracy
• Democratic aims of public policy
• Purposes of schooling
• Conflicting aims and policy dilemmas
• Policy implementation and analysis

Attachments

• FALL 2013 8352.doc: Semester Syllabus
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

• per dept, sent back (by Odum, Sarah A. on 09/25/2013 08:55 AM)
**Workflow Information**

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Rationale
This course is designed for doctoral students in the College of Education and Human Ecology interested in the development, implementation and analysis of educational policy in a democratic society. The course provides students from across the College an opportunity to examine different definitions of democracy, how they are applied to policy, and how policies can be analyzed against these definitions. Questions related to conceptions of democracy, democratic aims of public education, and the processes of developing, implementing, and analyzing policies that further those aims will be discussed. Issues of equity, efficiency, security, and liberty will be closely analyzed as interrelated yet paradoxical goals throughout the policy process.

Student Outcomes: Knowledge, Disposition and Performances Gained
a. To demonstrate the ability to analyze policy against one of five democratic aims discussed in the course: Equity, Efficiency, Security, Liberty, and Community.
b. To develop an awareness of the role educational policy plays in the design and delivery of public education in society.
c. To develop an awareness of the policy process, including the formation, implementation, evaluation and analysis of educational policy.
d. To engage in an examination of the problems policy makers face in establishing equitable solutions.
e. To expand research skills through the analysis of recent policy and policy literature.

Diversity
Through the analysis of policies and literature that describe various political and policy efforts to improve equal educational opportunity and student achievement, students will have opportunities to acquire and apply knowledge, dispositions and performances necessary to assessing the integrity and quality of educational policies in a context of diversity (e.g., population, language, disability, gender, race, socio-economic).

Technology
Students in this course will use technology in the following ways:
1. Students will participate in on-line discussions and retrieve material from the Web through the course Web site on Carmen;
2. Students will use technology to conduct research. For example, students may access on-line journal articles, district, state, or national policies, or legislation that may affect those policies.
3. Students will also use technology to submit essays via email to the instructor.

Outline/Schedule of Topics
Following is a schedule of topics and assignments. The instructor reserves the right to make changes to the schedule or reading assignments as needed.
Aug 21: Introduction and overview. What is policy, what are some central themes regarding educational policy, and how and why might educational leaders and researchers engage in policy questions?

Aug 28: Read Dahl (all)
Discuss Dahl’s concepts of democracy, representation, and his institutions of representation. How do these ideas apply to education? How do they apply to the structure / governance of public schools?

Sept. 4: Read Tyack (all) and Friedman (Carmen)
Discuss Tyack’s vision of public schools and Friedman’s vision of public schools.
Bring a policy to class that you are interested in investigating
First discussion of major paper assignment.

Sept. 11: Read: Gutmann, (all)
Discuss Gutmann’s argument for Democratic Education. What is “democratic education?” What are the core tenets of her argument? How does her argument compare / contrast to Friedman, Tyack, Dahl?

Sept. 18: Finish Gutmann discussion; Other readings TENTATIVE (TBD)
Labaree (Carmen)
Discuss various goals and perspectives of public education. What is school for?

Sept. 25: Read Stone 1-153. Discuss policy aims and paradoxes. How do policies address equity, efficiency, security, liberty and community? Can policy do it all? How does one balance these aims? To what end? How do these aims apply to public education?

Due: Paper proposals:
Prepare a 2 page proposal, describing a policy that you would like to analyze in this class. The proposal should include the policy or part of the policy that you would like to examine, the democratic aim you believe this policy is designed to address, and the research question or policy problem you wish to address in this paper.

Oct. 2: Read Stone 157-268; Discuss policy and paradoxes. Discuss the problems to consider when drafting, implementing, and analyzing policy?

Oct. 9: Read Stone 271-to end.
Policy solutions and policy analysis.

Oct. 16: Policy Analysis (Bardach)
2nd discussion of major paper assignment and paper proposals. Discussion of policies.

Oct. 23: Henig (all)

Oct. 30: TENATIVE: Marshall (Carmen); McLoughlin (Carmen)
What difference does policy make to educators?
Paper discussions – Present policy dilemma
Alternatives discussion
Review online class activity.
All short papers due.

Nov. 6: Online class. No Face to Face class. Alternatives
Post policy dilemmas and two possible alternatives. Respond to at least two other postings.

Nov. 13: Discussion of alternatives exercise. Readings TBD. Independent policy reading and reviews.

Nov. 20: Last Day of Class
Independent policy reading and reviews.
**Due: All papers due.**

Nov. 27. Happy Thanksgiving!

Dec. 11 - No Exam.

3. Required Texts
Available from the OSU Bookstore:
Gutmann (1987), Democratic Education
Henig (2013). The End of Exceptionalism in American Education
Tyack (2003). Seeking Common Ground: Public Schools in a Diverse Society


Tentative Articles:

Articles assigned will be available either through Carmen, J-Stor or the University library.

4. Statement of Student Rights
“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”

5. Course Assignments
There are four major pieces of work that will be due for the course:
1. Participants will write two (2) short critical reaction papers on course material. Each paper should be no longer than 4 -5 pages double spaced. Papers MUST be handed in before the class when the readings are to be discussed. Each paper is worth 10 points.
   All short papers should be turned in on or before Nov. 18. **No Exceptions.**
2. Class members will engage in one (1) independent reading and review of a book or significant article related to an educational policy dilemma. Class members will then present a review of the reading to the class. The review is worth 20 points and must include a clear summary of the author’s purpose, assumptions, research methods (if applicable), findings and conclusions, and a critique of the work. A short written critique (10 points) must be handed in at the time of the class presentation (10 points).

2. Class members will participate in an online exercise focused on developing policy alternatives. The exercise will be described in class. Participation in the exercise is worth 10 points.

3. Participants will submit a substantial policy analysis paper, approximately 20-25 pages in length, examining a policy in light of a democratic aim or aims of education. Students are encouraged to apply course concepts and material as well as outside resources in their writing. Papers should be written in APA format and include an introduction that defines the problem being addressed, short literature review / theoretical perspective, an analysis of the policy, possible solutions or alternatives, and recommendations and / or implications. Papers will be assessed for organization, quality of argument (application of theory and evidence), quality of writing. Deadlines for the papers are as follows:

   Paper proposal: 1-2 page proposal outlining policy question you will be addressing and possible sources, due October 7.
   Final paper: Due Dec. 9. No Exceptions. Final papers are worth 40 points.

6. Class Attendance

   Attendance at class meetings is crucial and it is expected that all participants will attend every class. If an emergency arises that prevents you from attending a scheduled class session, please notify me immediately so that we may adequately address your absence from the group. Class attendance is worth 10 points.

7. Academic Misconduct

   It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any other way promote work of others as your own. Cases of such academic misconduct will be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct (http://oaa.osu.edu/procedures/1.0.html):

1.0 Academic Misconduct (3335-31-02)
   Academic misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:
   A. violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
   B. providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
   C. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
   D. falsification, fabrication, or dishonesty in reporting research results;
   E. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations;
8. Course Grades

Grades will be determined according to the following:

- Policy Analysis Paper 40% (40 points)
- Critical Reaction Papers 20% (10 points each; 20 points)
- Independent reading and review 20% (20 points)
- Policy Alternatives Exercise 10% (10 points)
- Participation 10% (10 points)

Participants will receive a letter grade at the end of the quarter. Evaluation will be based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

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