COURSE REQUEST
6000 - Status: PENDING

Term Information
Effective Term
Spring 2015

General Information
Course Bulletin Listing/Subject Area
Educ Sts: Educational Policy
Fiscal Unit/Academic Org
School/Educ Policy&Leadership - D1280
College/Academic Group
Education & Human Ecology
Level/Career
Graduate
Course Number/Catalog
6000
Course Title
Introduction to Educational Policy
Transcript Abbreviation
Intro to ED POL
Course Description
Introduction to the educational policy process and common dilemmas in educational policy.
Semester Credit Hours/Units
Fixed: 3

Offering Information
Length Of Course
14 Week
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Lecture
Grade Roster Component
Lecture
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
Masters Course
Intended Rank
Masters, Doctoral

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
• The student will be able to identify the educational policy process; discuss some of the major complexities / challenges in the formation, implementation, and evaluation of educational policy; identify approaches to policy analysis.

Content Topic List
• Introduction to policy process, historical context and major frameworks for analysis, essential arguments in policy, problem definition and agenda setting, policy implementation challenges and complexities, and educational policy evaluation.

Attachments
• Educational Policy Process.docx
  (Syllabus. Owner: Allen, Ann Marie)

Comments
• Change course # to 6000. (by Wheaton, Joe Edward on 04/02/2014 01:36 PM)

Workflow Information

<table>
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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Allen, Ann Marie</td>
<td>04/01/2014 04:59 PM</td>
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<tr>
<td>Revision Requested</td>
<td>Wheaton, Joe Edward</td>
<td>04/02/2014 01:36 PM</td>
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<td>Allen, Ann Marie</td>
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<td>Zabloudil, Deborah A</td>
<td>04/08/2014 06:33 PM</td>
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<td>Wheaton, Joe Edward</td>
<td>04/09/2014 11:13 AM</td>
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<td>Achterberg, Cheryl L. Warnick, Bryan R. Odum, Sarah A. Zircher, Andrew Paul</td>
<td>04/09/2014 11:13 AM</td>
<td>College Approval</td>
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The Ohio State University  
New Course Request

College: Education and Human Ecology  
Department: Educational Studies, ESPOL #,  
Title: Introduction to Educational Policy, Elective Course  
Description: Introduction to the educational policy process and common policy dilemmas.  
Credits: 3 Credits, Graduate Level  
Prerequisites: Graduate level  
Semesters Offered: Fall or Spring Semesters  
Textbooks: Policy Studies for Educational Leaders (Fowler, F. 2009).  
Public Policy Analysis, Fifth Edition (Dunn, W., 2011).  
New Directions in Education Policy Implementation (Honig, M. 2006).  

Course Objectives / Learning Outcomes:

<table>
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<tr>
<th>Objective: Following successful completion of this course, the student will be able to identify and discuss some of the major complexities and dilemmas in the design and implementation of educational policy.</th>
<th>Program / Learning Goal</th>
<th>Course Assessment</th>
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<td>To gain an understanding of policy-making as an instrument of change; To develop an appreciation for the policy process and the actors involved in that process.</td>
<td>Students will choose a policy and conduct a history of the policy to determine a timeline of the policy, indicating a period of formation, implementation, evaluation, and revision. The paper will be the major assignment of the course.</td>
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<td>Prepare future scholars and policymakers for the analysis and development of educational policies by helping students understand the social, political, and ethical dynamics inherent in education policy processes. Foster thoughtful scholars and policymakers who understand the historical and cultural implications of educational policy in diverse society.</td>
<td>Students will write short reaction papers to the course readings related to the complexities of policy implementation. Students will also engage in case studies of educational policy from the course texts.</td>
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<tr>
<td>Following successful completion of this course, the student will be able to develop policy researchers who have strong skills for analyzing educational policy.</td>
<td>Students will write short reaction papers to the readings related to the...</td>
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identify various approaches to the evaluation of implemented policy and some of the challenges associated with policy evaluation.

goals, implementation, and consequences.

challenges of policy evaluation. Students will also engage in case studies of educational policy from the course texts.

**Topics:**

Week 1: Introduction and Orientation to Class. Introduce the education policy making process. Review expectations of course, syllabus, assignments. Reading TBD.

Week 2-3: Historical context of policy analysis and various frameworks for analysis. Reading TBD.

Week 4-6: Essential arguments in educational policy, defining educational problems and identifying alternatives. Reading TBD.

Weeks 7-8: Educational agendas and policy formation. Readings TBD.

Weeks 9-12: Policy Implementation: Complexities and Approaches. Readings TBD.

Weeks 13-14: Evaluating educational change, feedback loops, and policy revision, and consideration of implications and dilemmas in the evaluation, feedback, and revision process. Readings TBD.

**Grading Plan:**

Policy Time-line Paper, 40 points
Short Reaction Papers (5), 10 points each (50 points)
Course Attendance, 10 points

Course prepared by Dr. Ann Allen, April 2, 2014

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct.
ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomeranian Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.