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
7100

Course Title
Education Policy Writing

Transcript Abbreviation
EPW

Course Description
Develop policy writing skills, including the translation of educational research to policy briefs, the development of policy scholarship, and understanding the nuances of publication in various policy venues.

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
Workshop

Grade Roster Component
Workshop

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
Masters, Doctoral

Requirement/Elective Designation
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 challenges in the dissemination of research to various audiences, identify salient research findings, write clear, concise, accurate policy briefs, and understand the process for writing policy scholarship.

Content Topic List

- Policy Problems, Elements of policy writing, Communicating with policymakers, Writing alternatives, Translating research to policy briefs, Writing for publication.

Attachments

- Policy writing course.docx
  (Syllabus. Owner: Allen, Ann Marie)

Comments

- Change course # to 7100 (by Wheaton, Joe Edward on 04/02/2014 01:36 PM)

Workflow Information

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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>04/01/2014 02:38 PM</td>
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The Ohio State University  
New Course Request

**College:** Education and Human Ecology  
**Department:** Educational Studies, ESPOL #,  
**Title:** Education Policy Writing, Elective Course  
**Description:** Develop policy writing skills, including the translation of educational research to policy briefs, the development of policy scholarship, and understanding the nuances of publication in various policy venues.  
**Credits:** 3 Credits, Graduate Level  
**Prerequisites:** Graduate level  
**Semesters Offered:** Fall or Spring Semesters  
**Textbooks:** A Practical Guide for Policy Analysis, (Bardach, E., 2012)  
National Education Policy Center Website  
Educational Evaluation and Policy Analysis Website and Journal (available through library)  
Educational Policy Journal Website and Journal (available through library)

<table>
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<th>Objective: Following successful completion of this course, the student will be able to identify tensions and challenges in the dissemination of research to various audiences, including policymakers, scholars, and educational practitioners.</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>Paper on recent tensions in disseminating academic research to policy makers and practitioners.</td>
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<th>Objective: Following successful completion of this course, the student will be able to identify salient research findings for policy makers in relation to current educational policy issues.</th>
<th>Program / Learning Goal</th>
<th>Course Assessment</th>
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<td>To demonstrate skill in policy analysis; To demonstrate the ability to write policy reports that provide analysis and recommendations to decision-makers.</td>
<td>Outline the important findings from academic research on educational policy.</td>
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<th>Objective: Following successful completion of this course, the student will be able to write clear, concise, accurate policy briefs that effectively translate research findings for a policy making audience.</th>
<th>Program / Learning Goal</th>
<th>Course Assessment</th>
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<td>To demonstrate skill in policy analysis; To demonstrate the ability to write policy reports that provide analysis and recommendations to decision-makers.</td>
<td>Write policy briefs, and policy papers that include visual aids such as charts and graphs where useful.</td>
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Following successful completion of this course, the student will have experience with the process and components of writing educational policy scholarship.

To demonstrate skill in policy analysis;
To demonstrate the ability to write policy reports that provide analysis and recommendations to decision-makers.
Present findings from policy briefs and policy reports in short presentations using visual graphics, charts where useful.

Topics:
Week 1: Introduction and Orientation to Class. Introduce different types of policy writing, including policy briefs, white papers, policy scholarship. Review expectations of course, syllabus, assignments.


Week 3: Examine policy journal articles to determine common approaches to educational policy writing, including statement of policy problem, review of alternatives, and recommendations for policy action. Discuss elements of policy writing.

Week 4: Discuss the chasm between policymakers and policy researchers and approaches to bridging that gap (readings TBD). Guest speakers from the Ohio Department of Education, the state legislature, Education Services Center, Ohio Education Research Center, or others to discuss what policy makers look for in policy writing.

Week 5: Discuss Bardach’s book, and work with the case in Appendix A. Students bring policies to class to examine in accordance with Bardach’s approach, as one example of an approach to policy analysis.

Week 5 - 6: Translating research to policy briefs. We will examine the translation of research to policy briefs by looking at examples of scholarship that have been revised as policy briefs for policy makers and practitioners (readings TBD). We will discuss the elements of good policy brief writing. We will use examples from the National Education Policy Center Website, and other education policy websites.
Assignment: Students will work with researchers at OSU to take policy research papers or findings and develop policy briefs that are palatable to policy makers and practitioners.

Week 7: Policy brief assignments will be shared in class, and will workshop initial drafts in class. Students will work in pairs, reading and evaluating each other’s work, and we will discuss what problems and strengths we saw in the initial drafts.

Week 8: Focus will move from policy brief writing to writing a policy analysis paper. We will consider dilemmas in current policies in Ohio and elsewhere, and discuss the structure of policy analysis writing (readings TBD). We will use journal articles in peer-reviewed policy journals to dissect the elements of policy scholarship, as well as readings
from the Handbook of Educational Policy Research. We will also discuss the use of theoretical lens in the critique / analysis of educational policies.

Week 9: Students will bring the policies of interest to them to class (via tablets, computers, or print outs). The focus will be on critically examining policies for espoused purposes, examining the policy solutions and implementation strategies in relation to the policy problems identified.

Week 10: Focus on alternatives, what policy makers can do to revise policies, and how researchers can evaluate alternatives. We will discuss how alternatives have been used in revisions of current educational policies, using examples from local, state, and Federal levels. Using Bardach’s examples of “What Governments Can Do” as a beginning approach to identifying policy alternatives, students will work to identify alternatives to the policy problems they have identified in their individual policies.

Week 11: Discussion of final policy briefs students developed with OSU researchers. Students will share their final versions of the policy briefs they developed with OSU researchers. We will discuss the potential publication of policy briefs.

Week 12: Students will prepare and be ready to workshop the first drafts of their policy analysis papers. Students will be paired with two different reading / editing partners and given specific criteria with which to review the analysis of the policy. We will discuss the pitfalls of writing alternatives as well as strategies for writing convincing recommendations.

Week 13-14: We will examine the publication process for policy scholarship, considering requirements of various policy journals. (Readings TBD). Students will present their final policy analysis to the class.

**Grading Plan:**
- 2 Policy Briefs, 20 points each (40 points)
- Final Policy Analysis, 40 points
- Writing Workshop critique: 10 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 (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

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.