



Department of Educational Leadership and Foundations
College of Education -University of Texas at El Paso

Instructor: Angus Mungal Email: asmungal@utep.edu Phone: (915) 747-8433	Office: 506, 5 th Floor Office Hours: T: 12-4, W: 2-5, Th.- By Appt.	WEDS: 06:00 -8:50 pm Location: EDUC 110
--	---	--

TABLE OF CONTENT

Instructor Information	1
Policy Focus	1
Textbook & Selected Book Chapters	2
Recommended	2
Online Resources – Journals- Articles	2
Course Objectives and Purpose	2
Expectations * Outcomes * Participation * Attendance	3
Expected Student Outcomes	3
Academic Information	3
(a) Academic Accommodations (b) Course Evaluation	3
(c) Drop Deadline (d) Electronic devices (e) Grade at A. (f) Midterm Incomplete	3
Assignment: Mark Distribution and Grading	3
Assignment Description	4
(1) Participation (15%)	4
(2) Double- Entry Journal (20%)	4
(3) Cumulative Assignments	5
(a) Draft (5%)	5
(b) First Policy Brief (10%)	5
Conference Submissions (10%)	5
Final Paper Submission (25%) April 26 th	5
Poster Presentations (15%) May 6 th	6
EAP SPRING 2015 SCHEDULE	6-8

POLICY FOCUS

“Teacher Preparation Issues.” Federal Register Vol. 79, no. 232. Weds. Dec. 3, 2014

The White House and the Education Department released *Teacher Preparation Issues* on December 2014. This is a proposed policy which is asking for “Invitation to comment” on the proposed policy. This provides our class a unique opportunity to explore a policy that is still in the pipeline but will move forward with changes. We will examine this this policy and use it as a starting point to evaluate current education reform.

TEXTBOOK AND SELECTED BOOK CHAPTERS

Fowler, F. (2012) *Policy Studies for Educational Leaders: An Introduction* (4th Ed.). Allyn & Bacon Educational Leadership. Boston, MA.

Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. New York: Routledge. (Selected Chapters: Do not purchase at this time)

Friedman, M. (1962). *Capitalism and Freedom*. Chicago, IL: University of Chicago Press. (Selected Chapters). Friedman is available online: <http://books.cat-v.org/economics/capitalism-and-freedom/>

Rogers, R. (Ed.). (2004). *An Introduction to Critical Discourse Analysis in Education*. New Jersey: Lawrence Erlbaum Associates, Publishers. Rogers is available online as a PDF at this link: http://www.uady.mx/~contadur/sec-cip/articulos/libros_online/educacion/LawrenceErlbaum2004AnIntroductiontoCriticalDiscourseAnalysisinEducation.pdf

Recommended:

The Publication Manual of the American Psychological Association (Sixth Edition) APA Manual.

Students will be responsible for searching and retrieving a majority of the articles. We will be attending a library session on library resources available to you as well as becoming familiar with search engines such as JSTOR, ERIC and others.

ONLINE RESOURCES- JOURNALS- ARTICLES

Qualitative research is routinely published in professional journals in a variety of fields. I have posted all the resources online on UTEP Blackboard. Please access the information for a completed list of journal articles we will be reading. The onus is on you to access this information in Blackboard.

COURSE OBJECTIVES AND PURPOSE

The overarching theme of this class will be the educational reform agenda that permeates teacher preparation. The objective is to produce a conference paper.

The purpose of this course is to explore policy and practices that influence the experiences of teachers and children, while locating educational politics in larger social contexts. The policymaking process at the federal, state and local levels will be reviewed and discussed. The discussion will be extended to the context in which policy development takes place and the individuals and interest groups that intervene in the policy process.

The course will also address the approaches to policy analysis and policy evaluation, and the role of accountability and evaluation in the policy formulation process. Students will learn to use appropriate multiple indicators and analytical frameworks for documenting, measuring, and evaluating changes in educational policy and practice.

EXPECTATIONS * OUTCOMES * PARTICIPATION* ATTENDANCE

Syllabus is subject to change and we will revisit it midway through the semester

Expected Student Outcomes:

Based on individual readings, class discussions, and class projects, students will:

- ✓ Learn the process and understand the importance of policy making in education
- ✓ Understand the role of the political, economic, social, and organizational environments
- ✓ Understand the roles of values and ideology in the policy making process
- ✓ Understand and be able to use policy analysis and policy evaluation frameworks to determine their likely impact
- ✓ Be able to reflect and become knowledgeable about the role of educational leaders in the policy making process
- ✓ Understand the types of accountability models and their role in the formulation of education policy
- ✓ Develop education policy proposal for consideration by policy makers

ACADEMIC INFORMATION

Please refer to Blackboard for complete description. Information includes:

Academic Accommodations: If you have or believe you have a disability that you may wish to self-identify to the Student Services Office. Please, call 747-5148 or visit Room 106 of the Student Union East. Accommodations may then be provided for you.

Course evaluations: Midterm and Final evaluations.

Drop Deadlines: April 4th.

Electronic devices: Cell phones and pagers must be in silent mode during class time. **Texting is strictly prohibited during class time. Please refrain from using any messenger apps while in class.** The use of any electronic device during class time must have prior permission from the instructor.

Grades at Midterm: You will be given feedback throughout the semester.

Incompletes: Requires medical certificate.

ASSIGNMENTS: MARK DISTRIBUTION GRADING

Assignment	Percent
A. Attendance/ Participation	15%
B. Double-Entry Journal Entries (Bi-weekly)	20%
C. Policy Briefs.	
Draft- Potential direction (Due: Feb 10)	5%
First Brief - (Due: Feb 25 th)	10%
D. Conference Submission	10%
E. Final Policy Submission. Due: April 26 Class 14)	25%
F. PowerPoint Presentation (Due: May 6)	15%
Total	100%

A- PARTICIPATION (15%)

Participation: Our objective is to discuss and evaluate positions, ideas, and policies. It is in our best interest to **NOT** attack discussants. But to present supporting or contrary views backed with suggestions or evidence.

Attendance: Attendance is required. Should you miss **more than two classes** you will not be able to receive anything higher than a “B” Grade. If you have **two (2) unexcused absences**, the student will be dropped from the class. Late arrivals and early departures are discouraged (the exception is a reasonably timed email stating the situation).

We will be meeting between 10-12 times. I have confirmed ten class meetings. I believe that you all have adequate time to plan with your organizations and institutions in advance to clear these days. I suggest you use the earliest time possible to relay these days to your supervisors etc., and confirm those days as face-to-face meeting days.

B- DOUBLE-ENTRY JOURNAL (DEJ) (20%)

The double-entry journal is more about synthesis and less about summary. The purpose is to connect more deeply to the readings. Instead of just summarizing, the DEJ allows you, the reader, to react to quotes (sentences/ paragraphs) that have meaning to you. The left side is “*objective.*” This means the specific information such as direct quotes or summary. The right side is “*subjective.*” This refers to your responses to ideas, quotes and thoughts. This is about YOU taking the information and connecting it to the real world (why did that quote resonate?)

1. Author(s), year of Publication, title of article or chapter and title of book or journal it came from, and the location and the name of the publisher.	
(Left-hand side): Objective Summary & Highpoints	(Right-hand side): Subjective Reflections
2. Full summary of reading (5-6 sentences someone who hadn't read the reading could understand).	a) Your thoughts on the overall content of the reading. b) How did it tie in with your experiences, beliefs, philosophy, and prior knowledge? c) Have your ideas changed or been confirmed?
3. List 6-10 thought provoking points or quotes from the reading.	These are just prompts for reflection- You needn't answer each one. a) Do you agree or disagree with each point? b) Are you annoyed, impressed, scared, or? c) Is there anything more you would like to know about the topic? d) Are you aware of any literature or research that conflicts with the authors' position? e) How did this change your understanding of this topic?
4. One or two questions you have?	a) Why is this question important to you? b) What are the implications of this question?

C- CUMULATIVE ASSIGNMENT- POLCY BRIEFS

The Final Students should think about the policies influence the subject area they are exploring. As you engage in your dissertation writing many, if not all of you will be need to understand policy. This course will give you a hands-on experience with the process of policy creation, evaluation and implementation. I suggest we use the Fowler Chapters as a general guide to the various approaches (each chapter represents a framework to approach your research).

1. Draft Ideas of your policy/ subject area (250-400 words) (5%) (Due Feb 10?)

You should be looking through the table of contents to see where you would like to take your research. Consider how this potential policy can connect to your field of future research. This first draft is open-ended. It will allow us to understand the field or area of education and begin to establish your eventual direction for your research. This is an exploration piece to being a process. Be thoughtful about this area and do a bit of research to help you define the research parameters.

2. First Policy Brief: Background and reasons for the problem (10%) (Due Feb 25th)

In this brief, you will build on the draft. You will need to identify more clearly where you want to go with your research. While these are open-ended we will be speaking to together about the papers.

Think about:

- a. Why does this problem exist?
- b. How was the problem identified?
- c. What conditions created it?

Give a brief summary of key history, any underlying economic, political or ideological trends and current research relating to why the problem exists. The main question that you are trying to answer is do you have sufficiently comprehensive evidence to support that a problem exists?

D- CONFERENCE SUBMISSION- UCEA, AREA, ASHE (10%)

Part of the requirements is the production of a final paper that you can utilize as a conference paper AND as a journal paper. This is your ultimate goal. Tentatively, by the end of the semester you will have completed and submitted the abstract to one or all of the conferences.

E- FINAL PAPER (25%)

Due: Apr 26th 9pm

The final brief will be an *evaluation and/or analysis* of the Teacher Preparation Issues document.

Questions to consider:

1. Is there evidence that indicate the fidelity of policy implementation?
2. Is the policy creating the intended or unintended consequences?
3. Is the policy solving the educational problem it was supposed to solve? Why or Why not?
4. Did it address any other issues?
5. What is the financial impact of the policy?
6. What are the implications for government or organizations operations?
7. What is the local impact of the policy as it is?
8. What are some recommendations that should be considered?

It will include an introduction (viewed as an abstract) that will describe the problem and tie in the sections. The final section will include your recommendations to whichever body is implementing the policy.

F- POSTER PRESENTATION (15%)

Due: May 6th

The PPT/ poster presentation will be a summary of the main points of your research. I have usually done poster presentations for all my classes as it reflects current business practices as well as a strong way to summarize key points in an effective way. There will be more information as the semester progresses.

EDRS 6310 EAP SPRING 2015 SCHEDULE

15th JAN – Accountability, Evaluation and Policy- Overview**Class-0**

(For Week 1) Fowler, Chapter 1

Anyon, J (2005)- *What Counts as Educational Policy*

Labaree, D (1997) - *Public good, private goods: The American struggle over educational goals*

21st JAN - Introduction: Syllabus & Policymaking in Education**Class -1**

A- Models of Policy Analysis

What is Policy? Why is policy important?

B- Outline of Expectations

Double Entry Journal Handout & APA STYLE

C- Critical Discourse Analysis- Overview of CDA- Relationship to Policy

28th JAN- Federal Policy

Class-2 - Federal/ State Education Policy

A-Guest Speaker: Susan Austin

Law Cases Readings (On FindLaw):

(1) *Plessy V. Ferguson (1896)*

(2) *Brown V. Board of Education (1954)*

B- “Teacher Preparation Issues” Federal Register. Vol. 79, no. 232. Weds. Dec. 3, 2014

- Read Table of Contents AND Pp. 71820- 71828 (pp. 1-11- To Pilot Reporting Year)

4th FEB – Government, Political System and Political Culture**Class -3 (HYBRID)**

A- Reading: (Students will submit a double-entry journal):

1. Friedman, Ch. 2. *The Role of Government in a Free Society (Online)*

2. Fowler Ch. 4. *Political System and Political Culture*. Pp. 78-104

3. Kumashiro, K. K. (2015). Review of Proposed 2015 Federal Teacher Preparation s. In E. Gunn (Ed.), *Think Twice*. Boulder, CO: National Education Policy Center.

B- Double Entry Journal

Submit a double entry journal on Fowler Ch. 4.

11th FEB- Government and Education**Class 4****A- Readings:**

1. Fowler Ch. 2. *Power and Education Policy* pp. 22-45

2. Friedman Ch. 6. *Role of Government in Education (online)*

B- Critical Discourse Analysis

3. Rogers, R. (Ed.). (2004). *An Introduction to Critical Discourse Analysis in Education*. New Jersey: Lawrence Erlbaum Associates, Publishers.

18th FEB- Values and Ideology – Marketization, Neoliberalization, Free Market**Class 5 (HYBRID)****A- Readings:**

1. Fowler Ch. 3. *The Economy and Demographics*. Pp. 52-77
2. Fowler Ch. 5. *Values and Ideology*. Pp. 105-139.
3. Glass G. (1997) Are Data Enough?: Review of Chubb and Moe (p.1-7)
4. Allen, J. (1990) *A Checklist of Vital National Issues: Politics, Markets and America's Schools*. (p. 1-7)

B- Double-Entry Journal- Submit a DEJ on either Fowler Chapter 3 or 5.

25th FEB- Policy Actors and Agenda Setting**Class 6**

1. Fowler Ch. 6. *The Major Education Policy Actors*. Pp. 140-166.
2. Fowler Ch. 7. *Setting the Stage and Getting on It: Issue Definition...* Pp. 167-194
3. Gee, J. P. (2004). Discourse Analysis: What makes it critical? In R. Rogers (Ed.), *An Introduction to Critical Discourse Analysis in Education*. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers

Due: First Policy Brief

4th MAR- Policy: Structure of Policy & Costs**Class 7****Readings:**

1. Fowler Ch. 8. *Getting the Words and Money: Policy Formulation...* Pp. 195-237.
2. Fowler Ch. 9. *Looking at Policies: Policy Instruments & Cost...* Pp. 238-268.

Critical Discourse Analysis- Introduction

1. Fairclough, N. (2003). Introduction. *Analysing discourse: Textual analysis for social research*. New York: Routledge. Pp. 1-18

Discussion**11th MAR- SPRING BREAK****CLASS 8- HYBRID****Accountability: Policy and Implementation**

1. Fowler Ch. 10. *Policy Implementation: Getting People to Carry Out Policy*. Pp. 269-308.
2. Goertz, M. (2006) *Policy Analysis: Studying Policy Implementation*. Ch. 41. In Handbook of Complementary Methods in Research Education. Pp. 701 – 710.
3. Guisbond et al. (2012) *NCLB's Lost decade for Educational progress: What can we learn from this policy failure?*

18th MAR- Accountability Methods, Standards**Class 9****B- Readings:**

1. Linn, (2004) *Accountability models* Ch. 4
2. Goldschmidt, et al. (2005). *Policymaker's guide to growth models for school accountability*
3. Darling-Hammond (2004). *Standards, Accountability, and School Reform OR*
4. Taylor, S (2004) *Researching educational policy and change in 'new times': using discourse analysis*. Journal of Educational Policy. V. 19, No.4.

25th MAR- CDA Part II: Discourse and Policy**Class 10**

1. Woodside-Jiron, H. (2004). Language, Power and Participation: Using Critical Discourse Analysis to Make Sense of Public Policy. In R. Rogers (Ed.), *An Introduction to Critical Discourse Analysis in Education*. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers. Pp. 173- 206.
2. Fairclough, N. (2003). Texts, social events and social practices. *Analysing discourse: Textual analysis for social research*. New York: Routledge. Pp. 21-38

Discussion: CDA

1st APR- CDA Part III: Role of CDA

Class 11

Readings:

1. Patel Stevens, Lisa. H. (2004). Locating the Role of the Critical Discourse Analyst. In R. Rogers (Ed.), *An Introduction to Critical Discourse Analysis in Education*. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers. Pp. 173- 206.
2. Fairclough, N. (2003). *Discourses Analysing discourse: Textual analysis for social research*. New York: Routledge. Pp. 121-133

Discussion on CDA**8th APR- Policy Evaluation**

Class 12

Readings:

1. Fowler Ch. 11. *Policy Evaluation: Determining if the Policy Works*. Pp. 309-332.
2. Rossi et al. (2004) *Evaluation: A systemic approach*
3. Shufflebeam, D. (2002). *CIPP Evaluation Checklist*

15th APR- Role of research in Policy Making

Class 13 (HYBRID)

Readings:

1. Smith, (2004) *Political Spectacle: and the fate of American Schools*. Ch.5
2. Ness E.C. (2010). *The Role of information in the policy process*.

22nd APR Class 14 (HYBRID)**Final Paper Due April 26th SUNDAY 9 pm****29th APR – Class 15**

1. Donmoyer, R. (2004). *Scientists as scriptwriters*.
2. Anderson, G (2004) *Performing School Reform in the Age of Political Spectacle*

**6th MAY CLASS 16
FINAL PRESENTATIONS****May 11-15
Final Exam Period**