COURSE SYLLABUS – FALL 2015
TEXAS A&M UNIVERSITY CORPUS CHRISTI
College of Education
EDLD 6313: Policy Development and Decision Making

Instructor: Elsa M. Gonzalez, Ph.D.

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Office: Faculty Center # 213  Office hours: Tuesdays 4:00-7:00pm & Wednesdays 9:00 am - Noon or by appointment
Classroom: CS 103  Class hours: Tuesday 4:20 – 6:50 (1 - 24% Online)
F2F Sessions: 8/27, 9/3, 9/17, 10/1, 10/15, 10/24, 10/29, 11/5, 11/12 & 11/19

I. COURSE DESCRIPTION:

Study of policy conceptualization; development and implementation, integrated with the decision-making process; ethical and moral responsibility of educational leadership.

II. RATIONALE:

In a democracy policy development and decision making is a function of public responsibilities. These responsibilities are generally finalized in state and federal legislatures that serve to protect its citizens. Public laws make their way to public agencies that determine more specific regulations for how the laws are to be implemented. Once regulations are adopted, they are distributed to public institutions to implement for the good of its citizens. Being involved in this process gives citizens in a democratic society a voice about how public laws serve their good.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. TExES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND OUTCOMES:

- Explain how a major historical public policy event affected education.
- Analyze a public policy case in education based on the stages of the policy process.
- Express key concepts during discussions with accuracy
VI. Course Topics:

- Framework: An overview of the policy development relates the general environment of constituencies involved in the process.
- Responsibility to Society: The public nature of policy must be tied to societal issues where problems of a public nature occur.
- Policy Environment: A policy environment demonstrates how specific constituencies are related to each other as policy flows from law to implementation.
- Ideologies: Policy development and decision making does not occur in a vacuum but is based on philosophical assumptions.
- Policy Process: Policy development follows as specific process from public problems to public solutions.

VII. Instructional Methods:

- Lectures: The purpose of lecture is to develop conceptual structures about a subject matter.
- Discussions: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.
- Case Studies: Real life situations in a safe environment provide introductions to problems to be solved.
- Workshops: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

VIII. Required Texts:


EndNote Software – Available FREE for download from [http://it.tamucc.edu/downloads](http://it.tamucc.edu/downloads). You will need your Island ID and Password. The product key is on the page with the download link.

Recommended Texts:


**RESOURCES:**
OWL at Purdue – [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:**

Grades will be calculated based on $A = 90-100\%$; $B = 80-89.9\%$; $C = 70-79.9\%$; $D = 60-69.9\%$; $F < 60\%$

Discussion and Participation (Online)  
(Additional discussion guidelines will be provided)  
28% (Individual discussion/facilitation)

Paper 1 – Small group Presentation & paper  
32%

Paper 2 – Selected case studies in Educational Policy  
40%

**DELIVERABLES:**

- Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed over blackboard.
- Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives.
- Successful completion of the following written deliverables:

Successful completion of the following written products:

- A written report (10-15 pages) of the analysis will be due a week after your presentation., please email
- Materials (Fowler - book chapter) and additional instructions will be provided during class.
- Provide to the class the presentation and engagement video/clip presentation one day previous to session for discussion.

**Paper 2 – Analysis of selected case studies in Educational Policy (Individual or two students).**
- A written report (10-15 pages) of the analysis will be due November 19th, 2015
- Materials (cases) and additional instructions will be provided during class.
Students will work to complete a case study analysis. The analysis shall address the following points:
1) defining the problem
2) developing knowledge including knowledge of prior action or inaction on the problem
3) proposing policy alternatives
4) deliberating the alternatives
5) adopting policy
6) administering and implementing policy
7) changing policy

Student will use the text “Writing Public Policy” by Catherine F. Smith to develop this paper.

GENERAL REQUIREMENTS RELATED TO ASSIGNMENTS AND THE CLASS.

a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.

b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

e. Here are some keys for writing.

   1) Punctuation goes inside quotation marks. For example: There were key elements from as part of “divinations of the policy crystal ball,” as suggested by Smith (2010, p. 21). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts in separated by commas. For example: Wright (2007) suggested public policy makers should be guided by their constituents, regional needs, fiscal management, and ethical standards. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are three major state policy concerns: (a) federal conformity, (b) constitutional conformity, and (c) legal conformity (Dragan, 2002). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

   2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Davis (2009) suggested good public policy relies on addressing significant public problems that will not get solved by other means.

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3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Johnson and Keller (2005) related that state policy making and decision making often are matters of taking resources from one program to fund others because of limited revenue. An alternative to this is format is: State policy making and decision making often are matters of taking resources from one program to fund others because of limited revenue (Johnson & Keller, 2005). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. This is incorrect: …limited revenue (Johnson, K. B, & Keller, R. D, 2005).

6) Never use language such as: In the article “Public Policy as a Matter of Private Interests,” from the Journal of American Public Policy, Stephanie Rodriguez (2005) demonstrated how private corporations help drive major national public policy decisions. The appropriate way to relate this information is: Rodriguez (2005) demonstrated how private corporations help drive major national public policy decisions.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 of APA for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it.

i. Do not write an abstract as that is for research manuscripts.
X. Course Policies:

*Please understand that, despite the strict expectations outlined in this section, I do care about you as individuals, and I am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.*

1. Academic Rigor
   This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. There will be NO extra credit assignments under any circumstances.

   This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you have difficulty in your inability to hand in assignments on time, attend all classes, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

   As researchers we will discuss anticipated challenges while conducting qualitative studies, how to talk to scholars and practitioners across paradigms, and how to navigate the academic terrain. Please note that these discussions are critical in order for you to remain well informed about the academic journey that lies ahead of you.

2. Academic Competencies
   There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   - Ability to proof read your assignments before submitting
   - Ability to cite references when making general and/or specific statements that are not entirely your own
   - Ability to write with an academic voice
   - Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   - Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. So plan ahead and have back up plans in place should something go wrong.

3. Attendance and Participation
   You are expected to attend and participate in all classes. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this
class will cover a lot of material in a very short period of time, all in-class meetings are mandatory. If you anticipate missing more than one class, then I strongly urge you to drop the class. Any absence in excess of a total of one class from in-class meetings will result in a decrease of 2 percent points per absence in your final grade. You are responsible for materials covered during your absence. Any discussion of explanation for your absences should be done privately so as not use our limited class time with individual scheduling concerns.

4. **Tardiness and Courtesy to Peers**
   I see us as professional scholars and therefore we should treat our learning environment with professional respect. Class will begin and end on time and anyone who arrives or leaves the class five minutes late or early respectively will be marked tardy. Two tardies will equal an absence. This does not mean that there cannot be any exceptional situation. Please come and talk to me if such situations occur by the following class periods. I will NOT negotiate attendance at the end of the term so it is your responsibility to make sure you communicate with me about your extenuating circumstances.

5. **Digital devices**
   *Cell phones must be turned off during class.* Use of laptops or iPads is encouraged. However, please do not check your email, text, IM, or engage in any other forms of social networking during class.

6. **Special Accommodations**
   It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

   Texas A&M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
7. **Professional Conduct and Academic Honesty**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

8. **Assignment Expectations**

All assignments are mandatory and must be typed, double-spaced, written in Times New Roman 12 point font with 1 inch margins, numbered pages, and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments are to be submitted on the due date before class begins. If you must miss a deadline, you must let me know before the due date of the assignment. Late work will only be accepted for half credit if completed by the following class meeting. No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions.

If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

9. **End of Semester Negotiations**

I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.
10. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

11. **Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required DUE Reading and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – Aug 27</td>
<td>Overview: • Syllabus / Goals / Objectives • Discuss deliverables, &amp; required texts</td>
<td>CL – Fowler – Chapter 1</td>
</tr>
<tr>
<td>WK 2 – Sep 3</td>
<td>Policy – What it is and where it comes from • Power and Education Policy</td>
<td>CL – Class Facilitation Fowler – Chapter 2 Familiarize yourself with APA Manual Acquire &amp; Install EndNote</td>
</tr>
<tr>
<td>WK 3 – Sep 10</td>
<td>The Economy and Demographics</td>
<td>OL – Fowler – Chapter 3 (BB)</td>
</tr>
<tr>
<td>WK 4 – Sep 17</td>
<td>The Political System and Political Culture</td>
<td>CL – Class Facilitation Fowler – Chapter 4 Erlandson – Chapter 1</td>
</tr>
<tr>
<td>WK 5 – Sep 24</td>
<td>Values and Ideology</td>
<td>OL – Fowler – Chapter 5 (BB)</td>
</tr>
<tr>
<td>WK 6 – Oct 1</td>
<td>The Major Education Policy and the Money</td>
<td>CL – Research Time, selecting cases group or individual Fowler – Chapter 6 (BB)</td>
</tr>
<tr>
<td>WK 7 – Oct 8</td>
<td>Setting the Stage</td>
<td>OL – Fowler – Chapter 7 (BB)</td>
</tr>
<tr>
<td>WK 8 – Oct 15</td>
<td>Getting the Words and the Money</td>
<td>CL – Class Facilitation Fowler – Chapter 8</td>
</tr>
<tr>
<td>WK 9 Oct 22</td>
<td>Looking at Policies</td>
<td>CL – Case Planning Fowler – Chapter 9 (BB) ATTENDING ELCI CONFERENCE</td>
</tr>
<tr>
<td>WK 10 – Oct 29</td>
<td>Policy Implementation</td>
<td>CL – Class Facilitation Fowler Chapter 10</td>
</tr>
<tr>
<td>WK 11 – Nov 5</td>
<td>Policy Evaluation</td>
<td>CL – ATTENDING ASHE Fowler Chapter 11 (BB)</td>
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<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required DUE Reading and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 12 – Nov 12</td>
<td>Education Policy in the US</td>
<td>CL – Class Facilitation</td>
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<td></td>
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<td>• Fowler Chapter 12</td>
</tr>
<tr>
<td>WK 13 – Nov 19</td>
<td>Evaluation and Wrap-Up</td>
<td>CL - Email your case study analysis – Final Paper</td>
</tr>
<tr>
<td></td>
<td>Due: Case study paper</td>
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<tr>
<td>WK 14 – Nov 26</td>
<td>Happy Thanksgiving!</td>
<td></td>
</tr>
</tbody>
</table>

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