



EDD 7070

Education Policy, Systemic Reform and Social Justice

Spring 2021

Remote Instruction

Synchronous meetings on scheduled Saturdays between 8:30am-12:30pm

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Virtual office hours by appointment, Tuesdays & Wednesdays 2pm-4pm or as scheduled

Department of Educational Leadership Mission Statement

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners, families, schools, and communities across Southern California in ways that are caring, collaborative, and culturally responsive. We are committed to developing transformative educational leaders who embody the values of reflexive self-examination, critical inquiry, and intersectional praxis to lead educational institutions as scholar-practitioners. We commit to providing school leaders with the analytical tools they need to be advocates for equity, social justice, and asset-based approaches that provide opportunities for success for all students, especially historically and persistently minoritized populations.

Course Description

Educational leaders are tasked with both implementing federal, state, and local policies, as well as designing policies for their specific contexts. This course will support leaders in critically analyzing the broader policy environment in which they are situated, and it will also facilitate leaders' abilities to design and communicate policy alternatives within their own practice. Drawing on leading theoretical perspectives in the educational policy literature, we will examine the stages of the policy process—agenda-setting, definition of problems and goals, policy design, adoption, and implementation. We will also dive into key topics in the current education policy discourse, examining relevant scholarship and recent publications from prominent policy research organizations.

Students will apply their understanding of the policy process by analyzing an important educational policy that has been well-documented in the scholarly literature, and sharing this analysis in a group presentation. In addition, in a signature assessment for the doctoral program, students will investigate an important policy problem in their own local contexts,

draw on local data and extant literature to understand the problem, and propose recommendations for policy alternatives. Students will also develop informational materials to share key points from this investigation to policymakers and stakeholders.

Learning Outcomes

As a result of taking this course, students will be able to:

- Use multiple policy frameworks and theoretical perspectives to analyze and critique federal, state, and local policies, laws, and reforms
- Evaluate assumptions, values, and beliefs embodied in policies and their implications for equity and social justice
- Review research literature about significant current policies, critique policy rationales, and investigate policy effects
- Conduct a policy analysis about a significant local problem for local policymakers. Review research literature about the problem, use or gather local data, recommend a policy strategy, develop an implementation plan, and identify evaluation criteria to monitor the outcomes
- Develop effective informational materials for policymakers and constituents that explain important policies and rationales

Prerequisites

The required prerequisite is admission to the CPP doctoral program in Educational Leadership. This course also assumes that students have successfully completed EDD 7010 (Introduction to Doctoral Studies and Dissertation Research) and EDD 7140 (Leadership for Equity and Advocacy).

Course Expectations

Program Norms

1. Students are expected to engage as co-participants in all courses working closely and consistently with program faculty and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting, and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively, and obtain their input when working on group exercises and projects.

6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Cal Poly Pomona.
8. Students are expected to respect the rights and dignity of each member of the campus community.
9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
10. Students are expected to produce high-quality doctoral work consistent with doctoral academic standards, maintaining a grade point average of 3.0 (B) or better in all courses.
11. Students are expected to review their Cal Poly Pomona email address regularly and often. All course-related correspondence will be sent to official Cal Poly Pomona student email accounts. Students must also maintain storage capacity within their university email account to prevent email rejection due to a full incoming mailbox. Students are responsible for receiving information contained in email that was rejected due to a full email account.
12. Cal Poly Pomona is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly Pomona is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

Course-Specific Norms

In addition to the program-wide norms outlined above, students are asked to uphold the following:

1. **Ensure that all voices are heard.** Prepare thoughts on course readings in advance of discussions (whether on Blackboard or over video conference) to ensure that you are able to make a substantive contribution. When speaking during class meetings, be conscious of time and avoid monopolizing conversation.
2. **Seek to understand before being understood.** When we encounter criticism or an idea we disagree with, we often react quickly with our own views. Instead, try to take the time to fully explore others' perspectives first, and pause before responding.
3. **Be present with class community during synchronous meetings.** Please make every effort to be fully present and engaged during synchronous sessions. Please keep your video on as much as possible during videoconference sessions (recognizing that technology issues or household distractions may necessitate turning off your video from time to time). To support active listening and a respectful environment, please refrain from multi-tasking (checking email and social media, texting, working on other tasks) during class meetings. If you need to respond to something urgent, please do so discreetly so as not to disrupt the class meeting. Of course, as we are all

working from home, we understand that children, partners, roommates, and pets often make guest appearances during videoconferences—this is perfectly alright.

4. **Care for yourself.** Prioritizing self-care may be difficult with the demands of doctoral study on top of your personal and professional obligations, but maintaining your health and well-being will support your success in all of these domains. Please seek out ways to manage stress and stay healthy. This is more important than ever during this current moment of crisis. Counseling resources are available through CPP's [Counseling and Psychological Services](#).

Required Materials

1. Fowler, F. C. (2013 OR 2008). *Policy Studies for Educational Leaders: An Introduction*. Pearson.
 - *Readings from this book are assigned for the first class meeting.*
 - *Either the 3rd or 4th edition will work – the 3rd edition may be more affordable.*
2. Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making (Third Edition)*. W. W. Norton & Company.
 - *Readings from this book are assigned for the first class meeting.*
 - *Be sure to obtain the 3rd edition, as it is notably different from prior versions.*
3. Materials on Blackboard
4. Education newsletters and podcasts. Students should keep up with education news throughout the semester by subscribing to at least two of the newsletters/podcasts linked below. (Note: while all of the newsletters are free, they may link to articles that are behind paywalls. Students may find it worthwhile to subscribe to one or two of their preferred outlets. Many paywalled articles can also be accessed for free via library databases.)
 - a. [EdSource](#) (CA PK-12 and Higher Ed)
 - b. [This Week in California Education podcast](#) (CA PK-12 and Higher Ed, from EdSource)
 - c. [LA School report](#) (primarily local PK-12; scroll to the bottom of the home page to “sign up for daily updates”)
 - d. [Education Week](#) (national PK-12)
 - e. [Chronicle of Higher Education](#) (national Higher Ed)
 - f. [Politico Morning Education](#) (national PK-12 and Higher Ed, focused on federal policy)
5. Students are assumed to have a copy of the 7th edition APA manual.
6. Students are expected to have access to a computer, Microsoft Office, and internet.

Recommended Materials

Students may find the following materials to be helpful in supplementing or extending course content:

- Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (Eds.). (2016). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges* (fourth edition). Johns Hopkins University Press.
- Dowd, A. C., & Bensimon, E. M. (2015). *Engaging the "Race Question": Accountability and Equity in U.S. Higher Education*. Teachers College Press.
- Diem, S., & Welton, A. D. (2020). *Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education*. Routledge.
- Horsford, S. D., Scott, J. T., & Anderson, G. L. (2018). *The politics of education policy in an era of inequality: Possibilities for democratic schooling*. Routledge.
- Sabatier, P., & Weible, C. (2014). *Theories of the Policy Process*. Westview Press.
- Honig, M. I. (Ed.). (2006). *New Directions in Education Policy Implementation: Confronting Complexity*. SUNY Press.

Course Assignments

There are five key assignments in this course:

1. Blackboard discussion board
2. Issue discussion facilitation
3. Group policy analysis presentation
4. Applied policy report and stakeholder communication
5. Class participation & asynchronous activities

1. Blackboard discussion board

For each class session, we will engage in conversation on the Blackboard discussion board. I will post a prompt regarding the key concepts for that class. These conversations are intended to advance students' abilities to critically analyze, design, and implement policies. Prompts will be posted at least one week prior to the initial post deadline. Discussion board posts are graded for completion.

Unless a specific modality is specified in the prompt, students may choose between a written discussion board post or an audio or video recording. Students are welcome to include visuals (concept maps, drawings, photos, slides, etc.) as desired to illustrate their points.

Unless otherwise specified, deadlines are as follows:

- **Initial post, due Thursday before class meeting.** Submit one initial post in response to the instructor’s prompt. Unless otherwise specified in the prompt, written posts should be at least one paragraph (~200 words); recorded posts should be 3-5 minutes.
- **Peer responses, due Monday after class meeting:** respond to the posts of at least three colleagues with your comments and questions. Written responses should be at least 3 sentences long (~50 words); recorded responses should be 1-2 minutes. Please prioritize posts that do not yet have responses.
- **Reply-to-responses, due Wednesday after class meeting:** Reply back to colleagues who respond to your post—you might thank them for sharing their thoughts, or reply to something they said. These can take the form of individual replies to each response, or one collective response to everyone who posted on your thread. These can be as brief as you would like.

Note that discussion board prompts will frequently reference assigned readings. Accordingly, students are encouraged to begin class readings in advance of the discussion board Thursday deadline.

2. Issue Discussion Facilitation

Students will sign up to facilitate a 45-60 minute breakout room discussion for one of the policy issues listed on the syllabus. As listed on the syllabus below, each policy issue includes 2-3 readings.

Discussion facilitators will prepare a plan for facilitating a 45-60 minute session, including presentations, questions and/or activities to support students in engaging with assigned readings.

Each week, students will select which issue they would like to read, and, during class, they may choose which breakout room they would like to join.

3. Group Policy Analysis Presentation

In groups of 4-5, students will conduct a detailed analysis of a specific policy or program, and share this analysis with the class in a 15-20 minute presentation. For this assignment, students should select a policy that has been widely studied in order to ensure that they have multiple sources to inform their analysis. For this reason, students are encouraged to consider specific policies or programs enacted at least five years ago. Possible examples include the decision to implement mayoral control of the NYC school district, the reauthorization of the Higher

Education Act, a court order to desegregate or to cease desegregation plans (e.g., *Meredith v JCPs*), the Texas top 10% rule, the Common Core State Standards, California's Proposition 209, and Race to the Top.

The analysis presentation should address the following:

1. An **overview of the policy** itself
2. The story of **policy adoption** – identify the key actors involved, and explain why this policy was adopted at this time. Draw on policy documents, news sources, and/or extant research, as well as Fowler Ch 6-8.
3. The **policy design** – including the problem the policy was intended to address (refer to Stone Ch 7-11), the goals of the policy (refer to Stone Ch 2-6), the policy instruments/tools (see Fowler Ch 9), and the theory of action (the way the policy was intended to work order to accomplish its goals)
4. A summary of research on **policy implementation** – identify key findings in the literature on how this policy played out on the ground. Draw on one or more of the theoretical perspectives covered in Class 5. Note that implementation research is often (though not always) qualitative, since the focus is on understanding lived experience and social processes.
5. A summary of research on **policy impact** – identify key findings in the literature on the policy's effects – to what extent did the policy accomplish its goals? Were there other unintended impacts? Note that impact research is often (though not always) quantitative, since the focus is on understanding causal effect.
6. Your group's **recommendations** for policymakers and/or practitioners based on this analysis

To support students in successfully completing the assignment, they will be asked to produce an annotated bibliography of sources (including policy documents, news sources, policy reports, and scholarly articles) earlier in the semester. Students should identify at least 8 sources. They may wish to note which sources seem to speak to different aspects of the presentation (adoption, design, implementation, and impact).

As this is a group assignment, students are expected to divide up the labor roughly equally, with each student making a substantive contribution to preparation and delivery of the presentation. While students may have some time to check in with their groups during class, they should plan to communicate regularly outside of class to complete the assignment.

4. Applied Policy Report and Stakeholder Communication

For this individual assignment, students will identify a pressing local problem in need of policy solutions. Students are encouraged to select a problem that is relevant to their current

leadership practice, and they may also wish to consider a problem that relates to their intended dissertation topic. Students will first prepare a written report to capture their analysis and recommendations. Next, students will develop briefing materials (a presentation, handout, video, infographic, etc.) targeted towards a specific policymaker or stakeholder audience, and they will share their briefing materials in class.

The written report should include:

1. An **introduction** that briefly explains the importance of this problem, and provides an overview of the paper
2. A **background** section that describes the nature of the specific local problem and presents relevant data
3. A brief **review** that synthesizes relevant insights about the problem from recent scholarly literature and/or peer-reviewed policy reports (4+ sources from within the last 10 years)
4. **Recommendations** of one or more policy alternatives to address the problem, including
 - a. A description of the proposed policy **design**
 - b. Recommendations for supporting successful **implementation** of the proposed policy alternative
 - c. Recommendations for evaluating policy **impact** (e.g., what outcomes should be monitored)
5. A **conclusion** that summarizes the paper and reiterates its importance

The written report may be formatted in APA 7th style. Alternatively, students may select to format the report in the style of a professional policy brief (using APA 7th style citations and references). See the assigned policy briefs from class readings for examples.

For the communication materials, students should identify a target audience of policymakers and/or stakeholders (a school board; students at a town hall meeting; an Academic Senate committee; school site council; state legislators; the English Learner Advisory Committee, etc.) and prepare materials to communicate key points from their written report. This could be a Powerpoint presentation, a video, an infographic, a one-pager, a website, or any other material appropriate for the target audience. If materials are prepared in languages other than English, please include a brief English-language summary of the content. Students will share these materials via Blackboard discussion board.

To support successful completion of this assignment, students will prepare an early draft of the written report for feedback prior to the final submission. The draft should include parts 1, 2, and 3 (introduction, background, and literature review).

Class Participation & Asynchronous Activities

Classes may include a combination of synchronous and asynchronous activities designed to support student learning. Synchronous activities will take place via Zoom during our scheduled Saturday meetings. Independent, asynchronous activities will be posted at least one week prior

to the deadline. Examples of asynchronous activities include brief informal writing assignments (like a journal prompt), watching a video lecture, or completing a survey. Unless otherwise stated, **asynchronous activities are due the Monday following the class meeting.**

Students are asked to participate in all activities, and complete asynchronous activities by the stated deadline.

Grading

Assignment Weights

- **Class Participation and Asynchronous Activities (10%)**
- **Blackboard Discussion Board (10%)**
- **Issue Discussion Facilitation (10%)**
- **Group Policy Analysis Presentation (25% total)**
 - Annotated Bibliography (5%)
 - Final Presentation (20%)
- **Policy Issue Report and Brief (45% total)**
 - Draft of Report (5%)
 - Final Report (25%)
 - Brief (15%)

Grading Scale

93-100 = A 90-92 = A-
88-89 = B+ 83-87 = B 80-82 = B-
78-79 = C+ 73-77 = C 70-72 = C-
68-69 = D+ 63-67 = D 60-62 = D-
50-59 = F (50% is the lowest possible grade)

Course Policies

- **Communication.** Please use email to reach me. I check email during business hours (M-F). I typically respond to email within one business day.
- **Office Hours.** Please schedule and confirm office hour appointments in advance via email.
- **Attendance.** Engagement in synchronous video conferences is a key element of this course. For this reason, attendance is required at synchronous session and is part of the student's participation grade. Please make every effort to attend each session.

However, I recognize that unavoidable conflicts and technology issues may arise. If you are unable to attend a session, inform me as soon as possible. Students will be offered the opportunity to make up their participation grade with a make-up assignment. If absent, students should review resources on Blackboard and check with their peers to catch up on what they missed.

- **Confidentiality.** Information shared about individuals, workplaces, or other potentially sensitive topics is considered to be confidential and used only for professional learning and collaboration.
- **Assignment Submission.** Assignments are due at 11:59pm on the due date unless otherwise specified. In the event that a deadline is not feasible due to an emergency or other obligations, please contact me via email as soon as possible to make appropriate arrangements.
- **Late Policy.** Without an approved extension, the assignment score will receive a late penalty. Papers up to 6 days late will receive a will receive a penalty of -5%. Papers 7 or more days late will receive a penalty of -10%. No late assignments will be accepted after the date of the last synchronous class meeting. When submitting late assignments, please submit via Blackboard *and* email me to notify me of the submission. As I arrange my grading schedule around course deadlines, I may not provide feedback on late submissions.
- **Incompletes.** If unforeseen circumstances (e.g., illness, unexpected family or professional obligations, etc.) make it unrealistic for students to complete course requirements within the semester, students may request an incomplete grade, with extended time to complete assignments. The decision to offer incompletes and associated criteria is at the discretion of the professor.
- **Writing Style and Formatting.** Unless otherwise specified, please follow these formatting and style guidelines. All papers should be in APA format (7th edition). This is the formatting required by the majority of education journals. Submit documents via Blackboard as Word files (.docx). Filenames should include the student's last name and the name of the assignment ("allbright literature review.docx"). All assignments should be thoroughly proofread before submission. Final submissions should be free of comments and tracked changes (comments and tracked changes are fine in early draft submissions).
- **Academic Integrity.** Cal Poly Pomona students are expected to uphold standards of professionalism and academic integrity, which includes avoiding plagiarism. Incidents of plagiarism will result in an F grade on the assignment, and will be reported to the Office of Student Conduct and Integrity. Cal Poly Pomona defines plagiarism as "presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission,

paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.”

University Resources

- The [Disability Resource Center](#) prescribes appropriate accommodations and provides services to students with disabilities.
- Enrolled Cal Poly Pomona students are eligible for counseling services at no charge from [Counseling and Psychological Services](#) (CAPS) and free or low-cost health care from [Student Health Services](#).
- The [Broncos Care Basic Needs](#) program helps students access services for food, emergency funds, and housing.
- [Sally Romero](#) is the campus librarian affiliated with our college (the College of Education and Integrative Studies). You may reach out to her to discuss strategies for literature searches and other library resources.
- [Cheryl Love](#) is the career counselor liaison to our college. You may reach out to her for career counseling services.

Course Schedule

#	Date	Class Topic and Readings	Assignments
1	1/23	<p>Goals of Education & Education Policy</p> <p>Fowler, Ch. 1, “Policy: What it is and where it comes from”</p> <p>Diem, S., Young, M. D., & Sampson, C. (2019). Where Critical Policy Meets the Politics of Education: An Introduction. <i>Educational Policy</i>, 33(1), 3–15. (Read pages 3-7.)</p> <p>del Carmen Salazar, M. (2013). A humanizing pedagogy reinventing the principles and practice of education as a journey toward liberation. <i>Review of Research in Education</i>, 37(1), 121-148.</p> <p>Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 34(1), 39-81.</p> <p>Jigsaw: Stone, Ch. 2-6 (see Blackboard for jigsaw assignments)</p>	<p>Discussion board deadlines adjusted for first class: initial post due Sun 1/24, two peer responses due Wed 1/27.</p>

#	Date	Class Topic and Readings	Assignments
2	2/6	<p data-bbox="370 258 691 289">Policy Actors & Agendas</p> <p data-bbox="370 331 565 363">Fowler, Ch. 6-7</p> <p data-bbox="370 415 1122 552">Oliva, N., & Alemán, E. (2019). A Muxerista Politics of Education: Latina Mother Leaders Enacting Educational Leadership and Policy Advocacy. <i>Educational Policy</i>, 33(1), 67–87.</p> <p data-bbox="370 604 1097 678">Johnson, H., et al. (2019). <i>Higher education in California</i>. Public Policy Institute of California.</p> <p data-bbox="370 720 1114 751">Recommended for higher education students (optional):</p> <p data-bbox="370 762 1149 951">Eckel, P. D., & Kezar, A. (2016). The Intersecting Authority of Boards, Presidents, and Faculty: Toward Shared Leadership. In Michael N. Bastedo, Philip G. Altbach, and Patricia J. Gumpert (Ed.), <i>American Higher Education in the Twenty-First Century</i> (pp. 155–190). Johns Hopkins University Press.</p> <p data-bbox="370 993 846 1024">Choose one of the two policy issues.</p> <p data-bbox="370 1066 846 1098">P-12 Policy Issue: Education Finance</p> <p data-bbox="370 1108 1149 1224">Diem, S., & Welton, A. D.. (2020). School Funding and the Need for Resource Redistribution. In <i>Anti-Racist Educational Leadership and Policy</i>. Routledge.</p> <p data-bbox="370 1266 1117 1371">Hahnel, C., Hough, H. J., & Willis, J. (2020). <i>Securing and Protecting Education Funding in California</i>. Policy Analysis for California Education.</p> <p data-bbox="370 1413 1133 1528">Fensterwald, J. (2020, November 11). Defeat of Prop. 15 to raise commercial property taxes denies schools more revenue. <i>EdSource</i>.</p> <p data-bbox="370 1570 846 1602">Higher Ed Policy Issue: Financial Aid</p> <p data-bbox="370 1612 1154 1686">Dynarski, S., & Scott-Clayton, J. (2013). Financial Aid Policy: Lessons from Research. <i>The Future of Children</i>, 23(1), 67–91.</p> <p data-bbox="370 1728 1127 1843">Peters, E. E., Roberson, A. J., & Voight, M. (2019). <i>The Cost of Opportunity: Student Stories of College Affordability</i>. Institute for Higher Education Policy.</p>	<p data-bbox="1187 258 1450 520">Email group policy analysis presentation topic and 3 citations (relevant empirical studies) by Mon 2/8 for approval</p> <p data-bbox="1187 562 1406 594">Discussion board</p>

#	Date	Class Topic and Readings	Assignments
		<p>Ngo, F., & Astudillo, S. (2018). California DREAM: The Impact of Financial Aid for Undocumented Community College Students. <i>Educational Researcher</i>.</p>	
3	2/20	<p>Policy Problems</p> <p>Jigsaw: Stone Ch. 7-11</p> <p>Choose one of the two policy issues (note that readings may be updated as new research is published on this topic).</p> <p>P-12 Policy Issue: COVID-19 Response Gao, N., Lafortune, J., & Hill, L. (2020). <i>Who Is Losing Ground with Distance Learning in California?</i> Public Policy Institute of California.</p> <p>Darling-Hammond, L., Schachner, A., & Edgerton, A. K. (2020). <i>Restarting and Reinventing School: Learning in the Time of COVID and Beyond</i>. Learning Policy Institute.</p> <p>Anderson, M. D. (2020, October 28). "You're Out of Your Mind if You Think I'm Ever Going Back to School". <i>The New York Times</i>.</p> <p>Higher Ed Policy Issue: COVID-19 Response Harper, S. R. (2020). COVID-19 and the Racial Equity Implications of Reopening College and University Campuses. <i>American Journal of Education</i>.</p> <p>Neuwirth, L. S., Jović, S., & Mukherji, B. R. (2020). Reimagining higher education during and post-COVID-19: Challenges and opportunities. <i>Journal of Adult and Continuing Education</i>.</p>	<p>Group annotated bibliography due Mon 2/22</p> <p>Discussion board</p>
4	3/6	<p>Policy Design and Adoption</p> <p>Fowler, Ch. 8-9</p>	<p>Draft policy report (parts 1-3) due Mon 3/8</p>

#	Date	Class Topic and Readings	Assignments
		<p>Schneider A., & Ingram H. (1993). Social construction of target populations: Implications for politics and policy. <i>The American Political Science Review</i>, 87(2), 334-347.</p> <p>Choose one of the two policy issues.</p> <p>P-12 Policy Issue: Early Childhood Education Stipek, D. (2018). Early childhood education in California. <i>Getting Down to Facts II</i>.</p> <p>Gardner, M., Melnick, H., Meloy, B., & Barajas, J. (2019). Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce. <i>Learning Policy Institute</i>.</p> <p>Reinke, S., Peters, L., & Castner, D. (2019). Critically engaging discourses on quality improvement: Political and pedagogical futures in early childhood education. <i>Policy Futures in Education</i>, 17(2), 189–204.</p> <p>Higher Ed Policy Issue: Race, Diversity & Admissions Berrey, E. C. (2011). Why Diversity Became Orthodox in Higher Education, and How it Changed the Meaning of Race on Campus. <i>Critical Sociology</i>, 37(5), 573–596.</p> <p>Garces, L. M., & Cogburn, C. D. (2015). Beyond Declines in Student Body Diversity: How Campus-Level Administrators Understand a Prohibition on Race-Conscious Postsecondary Admissions Policies. <i>American Educational Research Journal</i>, 52(5), 828–860.</p> <p>Willon, P., & Watanabe, T. (2020, November 5). Why affirmative action measure failed in California. <i>Los Angeles Times</i>.</p>	Discussion board
5	3/20	<p>Policy Implementation</p> <p>McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. <i>Educational Evaluation and Policy Analysis</i>, 9, 171-178.</p>	Discussion board

#	Date	Class Topic and Readings	Assignments
		<p>Jigsaw the following 4 readings:</p> <p>ECONOMIC LENS: Loeb, S., & McEwan, P. (2006). An economic approach to education policy implementation. In M. Honig (Ed.), <i>New directions in education policy implementation: Confronting complexity</i> (pp. 169-186). Albany, NY: SUNY.</p> <p>CRITICAL LENS: Dumas, M. and Anyon, J. (2006). Toward a Critical Approach to Education Policy Implementation: Implications for the Battlefield. In M. Honig (Ed.), <i>New Directions in Education Policy Implementation</i>. Albany, NY: SUNY, pp. 149-169.</p> <p>COGNITIVE LENS: Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy Implementation and Cognition: Reframing and Refocusing Implementation Research. <i>Review of Educational Research</i>, 72(3), 387–431.</p> <p>TECHNICAL, NORMATIVE, & POLITICAL LENS: Wiley, K. E., Anyon, Y., Yang, J. L., Pauline, M. E., Rosch, A., Valladares, G., Downing, B. J., & Pisciotta, L. (2018). Looking Back, Moving Forward: Technical, Normative, and Political Dimensions of School Discipline. <i>Educational Administration Quarterly: EAQ</i>.</p> <p>Choose one of the two policy issues.</p> <p>P-12 Policy Issue: Special Education & Disproportionality Myung, J., & Hough, H. (2020). <i>Organizing Schools to Serve Students with Disabilities: A Summary of the PACE Policy Research Panel</i>. Policy Analysis for California Education.</p> <p>Kramarczuk Voulgarides, C., Fergus, E., & King Thorius, K. A. (2017). Pursuing Equity: Disproportionality in Special Education and the Reframing of Technical Solutions to Address Systemic Inequities. <i>Review of Research in Education</i>, 41(1), 61–87.</p> <p>Thorius, K. A. K. (2019). Facilitating en/counters with special education’s cloak of benevolence in professional learning to eliminate racial disproportionality in special education.</p>	

#	Date	Class Topic and Readings	Assignments
		<p data-bbox="367 254 1101 323"><i>International Journal of Qualitative Studies in Education: QSE</i>, 32(3), 323–340.</p> <p data-bbox="367 407 1049 443">Higher Ed Policy Issue: Hispanic-Serving Institutions</p> <p data-bbox="367 485 1146 594">Garcia, G. A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic-Serving Institutions. <i>American Educational Research Journal</i>.</p> <p data-bbox="367 642 1122 789">Contreras, F., & Contreras, G. J. (2015). Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates. <i>Journal of Hispanic Higher Education</i>, 14(2), 151–170.</p>	
6	4/3	<p data-bbox="367 915 734 951">Accountability in Education</p> <p data-bbox="367 993 1149 1140">National Commission on Excellence in Education. (1983). <i>A nation at risk: The imperative for educational reform</i> (p. 65). United States Department of Education.— read pp. 1-16, skim the rest.</p> <p data-bbox="367 1188 1125 1297">Allbright, T. N., & Marsh, J. A. (2020). Policy Narratives of Accountability and Social-Emotional Learning. <i>Educational Policy</i>.</p> <p data-bbox="367 1346 1133 1535">Austin, I., & Jones, G. A. (2018). Emerging trends in higher education governance: reflecting on performance, accountability and transparency. In <i>Research Handbook on Quality, Performance and Accountability in Higher Education</i>. Edward Elgar Publishing.</p> <p data-bbox="367 1577 846 1612">Choose one of the two policy issues.</p> <p data-bbox="367 1654 727 1690">P-12 Policy Issue: Data Use</p> <p data-bbox="367 1696 1133 1801">Park, V. (2018). Leading Data Conversation Moves: Toward Data-Informed Leadership for Equity and Learning. <i>Educational Administration Quarterly: EAQ</i>.</p>	Discussion board

#	Date	Class Topic and Readings	Assignments
		<p>Irby, D. J. (2018). Mo’Data, Mo’Problems: Making Sense of Racial Discipline Disparities in a Large Diversifying Suburban High School. <i>Educational Administration Quarterly: EAQ</i>.</p> <p>Higher Ed Policy Issue: Community college transfers</p> <p>Johnson, H., & Mejia, M. C. (2020). <i>Increasing Community College Transfers: Progress and Barriers</i>. Public Policy Institute of California.</p> <p>Castro, E. L., & Cortez, E. (2017). Exploring the Lived Experiences and Intersectionalities of Mexican Community College Transfer Students: Qualitative Insights Toward Expanding a Transfer Receptive Culture. <i>Community College Journal of Research and Practice</i>, 41(2), 77–92.</p>	
7	4/17	Group Policy Analysis Presentations	<p>Group policy analysis presentations during class 7</p> <p>Discussion board</p>
8	5/1	<p>Markets in Education</p> <p>Friedman, M. (1962). <i>Capitalism and freedom</i>. Chicago, Ill: The University of Chicago Press. (Chapter 6: The Role of Government in Education, pp.85-107).</p> <p>Douglass Horsford, S., Scott, J. T., & Anderson, G.L. (2019). Public Schools or Private Goods? The Politics of Choice, Markets and Competition. In <i>The Politics of Education Policy in an Era of Inequality</i>. Routledge.</p> <p>McClure, K. R. (2016). Building the Innovative and Entrepreneurial University: An Institutional Case Study of Administrative Academic Capitalism. <i>The Journal of Higher Education</i>, 87(4), 516–543.</p> <p>Choose one of the two policy issues.</p>	<p>Class 8 discussion board: applied policy brief materials, due Thurs 4/29</p> <p>Applied policy report due Mon 5/3</p>

#	Date	Class Topic and Readings	Assignments
		<p>P-12 Policy Issue: Charter Schools Chapman, T. K., & Donnor, J. K. (2015). Critical Race Theory and the Proliferation of U.S. Charter Schools. <i>Equity & Excellence in Education</i>, 48(1), 137–157.</p> <p>Raymond, Mumma, & West (2018). <i>Charter schools in California</i>. Getting Down to Facts II.</p> <p>Higher Ed Policy Issue: For-Profit Colleges Cotton, T. M. (2017). Introduction. <i>Lower ed: The troubling rise of for-profit colleges in the new economy</i>. The New Press.</p> <p>Dache-Gerbino, A., Kiyama, J. M., & Sapp, V. T. (2018). The dangling carrot: Proprietary Institutions and the mirage of college choice for Latina students. <i>The Review of Higher Education</i>, 42(1), 29-60.</p>	
9	5/15	<p>Reflections on Leadership, Policy, and Social Justice</p> <p>Diem, S., & Welton, A. D. (2020). A Protocol for Anti-Racist Policy Decision-Making. In <i>Anti-Racist Educational Leadership and Policy</i>. Routledge.</p>	Discussion board