

**George Mason University
Education Policy**

EDPO 601: P-12 Policy Challenges
EDPO 870: Education Policy: Process, Context, and Politics
POGO 750 DL9: Education Policy: Process, Context, and Politics
3 Credits, Spring 2023

Wednesdays 4:30pm – 7:10pm
Online – Synchronous

Faculty

Name: Prof. David Houston
Office Hours: By Appointment
Office Location: Van Metre 736
Email: dhousto@gmu.edu

Note About Cross-listing

This course is cross-listed as EDPO 601, EDPO 870, and POGO 750 to facilitate various students' course requirements. Doctoral, Masters, and Graduate Certificate students are all welcome to enroll in this class. Masters and Graduate Certificate students in the College of Education and Human Development will typically enroll in EDPO 601. Doctoral students in CEHD will typically enroll in EDPO 870. Masters and Doctoral students in the Schar School of Policy and Government will typically enroll in POGO 750. Please email the instructor if you have any questions.

Prerequisites/Corequisites

None

University Catalog Course Description

EDPO 601: Explores current public education policymaking from real-world perspective of federal, state and local executive and legislative branch leaders. Equips students with practical skills in understanding and shaping education policy.

EDPO 870: Examines public policy decision-making in education at local, state, and national levels, and its impact on education institutions, students, and public. Focuses on theories and methodological approaches, and resolution of competing policy arguments in political arena.

Course Overview

This seminar will provide an introduction to the study of education policy in the US. We will

examine education policy decision-making at the local, state, and national levels and its impact on schools, students, and the public. This class will also introduce students to some of the methodological tools that education policy researchers use to analyze and evaluate education policies and programs. Most class sessions will include an in-class data analysis exercise in which we explore a contemporary education policy issue, helping students to develop and refine a skill set for future coursework and careers. No prior experience in data analysis, statistics, or econometrics is required.

Course Delivery Method

This course will be delivered using a seminar format. Readings and syllabus are available on Blackboard.

Learner Outcomes or Objectives

EDPO 601: This course is designed to enable students to do the following:

1. Develop an understanding of how public education policy is made in contemporary federal, state and local settings.
2. Gain a basic fluency in P-12 public education policy challenges confronting policymakers today.
3. Learn the rudiments of how to use research to affect public education policy.
4. Develop practical skills for work in public education policy including the ability to research a problem, develop a specific policy proposal to address it, and advocate for it effectively in writing and orally.
5. Develop an appreciation of the role of, and develop skills to facilitate, collaboration across sectors in improving public education outcomes.

EDPO 870: This course is designed to enable students to do the following:

1. Understand and explain the responsibilities of various levels of government for preK-16 education.
2. Analyze and describe the impact of social, legal, and political forces on the functions of education in the United States.
3. Analyze and articulate differing policy arguments and perspectives regarding education.
4. Understand the various research frames and methodologies used to study education policy.

Professional Standards

Not applicable

In-Class Data Analyses

Most class sessions will include an in-class data analysis exercise in which we explore a contemporary education policy issue, helping students to develop and refine a skill set for future

coursework and careers. No prior experience in data analysis, statistics, econometrics, or computer programming is required.

We will use the R programming language and the RStudio graphical user interface. R and RStudio are available for free online for both Windows and Mac operating systems. I expect that this class will be some students' first experience with quantitative education policy analysis. We will start with the basics (including downloading the software) and move slowly. These in-class exercises are not a substitute for formal research methods classes, and this class will not count towards any research methods requirements.

This is a participation-intensive class. Students are expected to:

1. Attend all classes and provide advance notice, if possible, if you must miss a class
2. Read all assignments prior to class and bring copies to class
3. Actively participate in discussions of the readings and treat one another with respect
4. Submit all assignments on time. Late work will be penalized by 2pts/day, unless prior arrangements are made

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see

<https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.