

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PLCY 840

INTRODUCTION TO EDUCATION POLICY

COURSE DESCRIPTION

This course requires students to research the basic contours of their policy concentration. Students will work with their faculty member to understand the scope, history, controversial issues, and key policy outcomes associated with this concentration area. This research will serve as a stepping stone to conducting a comprehensive literature review for their dissertation, and provide the needed context to ensure that the students' chosen dissertation topics are focused and appropriate.

RATIONALE

Education policy covers a complex range of federal and intergovernmental issues and affects some of the most important citizens in America—children. This course is intended to give students a deeper contextual understanding of the scope, history, controversial issues (such as school choice, voucher programs, national curriculum development, funding, etc.), and key policy outcomes in the field of education policy. Through this course, students seeking a Ph.D in Public Policy will gain a wide familiarity with the most current and relevant research in the field of education policy, develop an ability to analyze and critique both partisan sides of education issues and policies, build a useful annotated bibliography, and prepare to write a literature review for their dissertation.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Current ed. Chicago: The University of Chicago Press.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Apply a Christian worldview of human nature, the biblical value of education and knowledge, and the family to examine the merits of competing solutions to current American education policy problems.
- B. Synthesize research of competing policy viewpoints into a critical analysis of the history, purposes, contemporary issues, and debates in the field of American education policy.
- C. Identify the stakeholders, federal and state programs, funding streams, effectiveness, and policy issues in the Early Childhood Education, K-12, and Higher Education systems.
- D. Construct a working bibliography consisting of 60 annotations of recent education policy scholarship.
- E. Evaluate contemporary debates over test-based accountability, teacher professionalization, teacher shortages, and school choice.
- F. Explain the value and distinctions between education research and policymaking.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (7)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must contain a 750-1000 word discussion of a key topic related to the week's issues in relation to a chosen policy topic and (3) of the weekly annotated bibliographic entries. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 200-250 words and include at least 1 reference to course readings/research and 1 Scripture reference (where applicable). Each reply post must be unique; posting the same reply in two places is not sufficient and may be treated as a form of academic misconduct.

- D. Annotated Bibliographies (7)

Each week, the student will create an annotated bibliography on books, journal articles, or policy memos related to the topic for the week. Each week's bibliography will include 7-8 entries, headed by a complete bibliographic citation for the work in current Turabian Author-Date format, followed by a one-paragraph annotation (50-100 words). Each annotated bibliography must contain at least 1 book and 3 scholarly articles.

E. Research Paper

The student will craft a 15-20 page (4000-5000 word) research paper in current Turabian Author-Date format that focuses on an American education policy topic of their choice. The paper must include at least 25 references in addition to the course textbooks and at least 1 Scripture reference.

F. Final Annotated Bibliography

The student will combine all of their annotated bibliographic entries from Modules 1-7 into a single, alphabetically organized Annotated Bibliography. The bibliography must contain 60 annotations in current Turabian Author-Date format; 7-8 of the entries must be related to the topics presented in Module 8.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 50 pts ea)	350
Annotated Bibliographies (7 at 50 pts ea)	350
Research Paper	250
Final Annotated Bibliography	50

Total 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PLCY 840

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Rippner: Ch. 3 and 7 1 presentation 1 article 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Annotated Bibliography 1	10 0 50 50
2	Rippner: Ch. 1-2 Ravitch: Ch. 1-4 1 presentation 2 articles	DB Forum 2 Annotated Bibliography 2	50 50
3	Ravitch: Ch. 11 1 presentation 4 articles	DB Forum 3 Annotated Bibliography 3	50 50
4	Rippner: Ch. 4 1 presentation 1 article 3 websites	DB Forum 4 Annotated Bibliography 4	50 50
5	Rippner: Ch. 5 1 presentation 1 article 3 websites	DB Forum 5 Annotated Bibliography 5	50 50
6	Rippner: Ch. 6 1 presentation 3 articles 1 website	DB Forum 6 Annotated Bibliography 6	50 50
7	Walberg: Ch. 1-7 Ravitch: Ch. 7 1 presentation	DB Forum 7 Annotated Bibliography 7	50 50
8	Ravitch: Ch. 6, 8-9 1 presentation 2 articles 1 website	Research Paper Final Annotated Bibliography	250 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.