Ontario Educational Policy in a Global Context. (9600)
Wednesday, 6:00 pm, Room: 2013

Instructor: Katina Pollock
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Office Hours: By appointment

Calendar Description:
Consideration will be given to current theoretical approaches to the nature, development, implementation and analysis of educational policy both locally and internationally, the role of research in the formulation and evaluation of policy and the skills necessary for the critical appraisal of specific policy issues.
Prerequisite: ED9500. Half course; one term. Offered: Every Winter Term.

Aims, Goals, Objectives, Outcomes:

At the conclusion of the course students will be able to:

- Apply divergent theoretical approaches to their local context and the respective neighboring country
- Recognize global patterns in educational policy and identify these trends in local educational policy contexts
- Construct a sound argument around a specific policy issue that compares and contrasts both local and international contexts.

Expectations

You are expected to do all of the assigned readings, attend class regularly, participate in in-class activities, discussions (in class and on-line), video conference(s), and workshop(s) and complete the assignments in a timely fashion.
Collaboration with masters’ students from University of Buffalo (UB) and the Ontario Institute for the Studies of Education (OISE)

Students will compare and contrast education policies from both Canadian and US contexts. UWO, UB and OISE students will study various policy topics, analyze and apply them to Canadian and US policies. Students will choose a policy topic to investigate further in a final paper. Students will interact with each other via the Internet; you will share resources and engage in ongoing policy dialogues. Some video conference session may be scheduled.

There will be two face-to-face workshops and a mini-conference. The first introductory workshop will be held on Saturday, February 12, 2011 at OISE in Toronto, Ontario. The second face-to-face workshop will occur on March 5, 2011 in UB in Buffalo, New York. The mini-conference will occur on April 2, 2011 at UWO in London, Ontario.

Topic Outline:

Week 1

Class 1, Jan 19: Introduction. Review of Education Policy

Readings:


Chapter 1.


Week 2

Class 2, Jan 26: Education Policy in Critical Democratic Societies

Readings:


Week 3
Class 3, Feb 2: Neo-liberalism, Neo-Conservativism and Education Policy

Readings:


Week 4

No Class: February 9

(Mid-course assignment due: February 9 – electronically)

Week 5

February 12: First Face-to-Face Workshop (at OISE). International and Comparative Policy

Readings:


Handouts: UBLearns

Week 6

Class 4, February 16: Character and Citizenship Education
Readings:


Policy Documents: [www.character.org](http://www.character.org)

York Region District School Board’s Character Matters! Website [http://www.yrdsb.edu.on.ca/page.cfm?id=ICM000001](http://www.yrdsb.edu.on.ca/page.cfm?id=ICM000001)

**Week 7**

**Class 5, Feb 23: Students at risk (Jigsaw Activity –risk factors – race, poverty, GLBT, diversity)**

Readings:


**Week 8**

**March 2: No Class.**

*(Final Paper topic – one paragraph due: March 1*. Send electronically*)

**March 5: UB Workshop Aboriginal Education and Policy Dialogues**

Readings:


Buffalo Public Schools Native American program: [http://www.buffaloschools.org/native_american.cfm?subpage=1612](http://www.buffaloschools.org/native_american.cfm?subpage=1612)

**Week 9**

**Class 6, March 9, Teaching Profession and Teacher Quality?**

Readings:


Policy: Teacher Collective Agreements


**Week 10**

**No Class: Mar 16**
Week 11

March 23, Class 7: Language Policy


Canadian Article: Barbara Burnaby (2008) Language Policy and Education in Canada (see link for full citation) http://www.springerlink.com/content/x01267k1132832n6/


Week 12

April 2, UWO workshop

Students’ formal presentation of their (draft) papers or paper outline.

April 6, class 8, Concluding Class: Course Evaluations & Reflections
Course Texts/Materials:

All readings will be distributed in class the week before they are due.

Canadian Public Policy Collection – “a collection of monograph publications from Canadian public policy institutes, government agencies, advocacy groups, think-tanks, university research centres and other public interest groups.” Available through Western Libraries at http://site.ebrary.com/lib/uwo/home.action (Search under “Education”)

Assignments and Other Course Requirements (including assignment guidelines):

Evidence of Engagement

You are expected to do all of the assigned readings, attend class regularly, participate in in-class activities, discussions (in class and on-line), video conferences, and course workshop(s) and complete the assignments in a timely fashion. This will include:

Course Evaluation

In-class discussions (15%)

Please come to class prepared to thoughtfully and seriously participate in discussions of required readings and issues. Please bring one question arising from each week’s readings. These questions will be used as the basis for the class discussion on the topic. You must also submit the outline or other materials you use when presenting your final paper draft to students on March 27, 2010 (due the same day).

Online Dialogue Participation (30%)

Details about the marking scheme for the online policy dialogues will be discussed during our first workshop in Toronto.

Short Assignment (20%)

Each student will submit written responses to questions posed in an assignment. Responses must be based on course readings and students’ experiences. Questions will be handed out in the second class. Responses should be typed on 5-6, double-spaced pages. Assignment is due February 16, 2010.

Comparative policy Analysis Paper (35%)

Each student will analyze an educational policy initiative in the USA and Canada from a critical democratic perspective. The policy may be at the school, school district, or state/provincial level (focus on one level only for this paper).
The paper must introduce the policy issue, synthesize relevant literature relating to the policy issue, discuss the policy responses taken in the two countries, analyze the responses from a critical democratic perspective, and suggest alternative approaches to addressing the policy issue if the current responses are judged to be inadequate. You may suggest how policies in the two contexts may learn from one another.

Length of paper: 10-12 pages, 12-point, double-spaced excluding references.

Paper due: April 14, 2010

APA style must be used for citations and references. Refer to:

http://owl.english.purdue.edu/owl/resource/560/01/ or


Additional References/Recommended Readings: (On-line courses only): Web CT/UBLearners login instructions and technical support information:

To access UBLearners, go to ublearns.buffalo.edu (no www.) Then choose "User Log-in" on the left side Input log-in name and password. The course should be listed on the right side under "my courses" the course title is: ELP627:ISS & PERSP IN EDUC POLICY:201001267045

To access Web CT, go to http://webct.uwo.ca. Students may use Internet Explorer to access Web CT; however, Firefox is the preferred browser for using the Wiki in Web CT.

To log into Web CT, students use their Western account credentials. The login is what precedes the “@uwo.ca” portion of students’ UWO email addresses.

- If you do not know your Western account, please contact edu.tech.support@uwo.ca for instructions.
- If you know your Western account, but you do not remember your password, please contact the ITS Helpdesk at 519 661-3800 (or x83800). You will need to provide your Western username, your 9 digit Student Number and they may ask for other identifiers such as birth date.
- If you require technical assistance in Web CT, information addressing common problems is available on the Web CT home page. Students can also contact the ITS Helpdesk at 519-661-3800.

Policy Statements:
Please see the “Policies” page of the Graduate Programs & Research web site for further details on course and program policies:  [http://www.edu.uwo.ca/graduate/policies.html](http://www.edu.uwo.ca/graduate/policies.html)

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of “F” (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

For on-line courses, participation will be determined by the instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

**Language Proficiency:** "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades.” A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. [(http://www.uwo.ca/univsec/handbook/exam/english.pdf)](http://www.uwo.ca/univsec/handbook/exam/english.pdf)

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website:


**Evaluation:** Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

- **A** = 80% and above
- **B** = 70% - 79%
- **C** = 60% - 69%
- **F** = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

**A:** Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

**B:** Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the
course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

C: Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.

F: Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

INC: (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

IPR: (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

Statement on Academic Offences: Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: Scholastic Discipline for Graduate Students.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The Academic Calendar states:

Scholastic Offences include, but are not limited to, the following:
1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.