

CONCEPTUAL FRAMEWORK

MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

COLLEGE OF EDUCATION



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

AUBURN UNIVERSITY
SYLLABUS
Spring 2010

EDLD 8250: Organizational Power, Politics, & Policy Formation

Instructor: Dr. Cindy Reed
Office: 108 Ramsay Hall
Office Phone: 844-4488
e-mail: reedcyn@auburn.edu

3 Semester Hours
Thursdays 4:30 - 7:00
Class meets at Opelika Middle School

Office Hours: by appointment

***Conceptual Framework:** The College of Education's Conceptual Framework is grounded in a view of continuous improvement that is steeped in collaboration and reflection, situated in simultaneous renewal within school and community partnerships, rooted in a commitment to diversity as a core value, and supported by explorations of emerging technologies. The knowledge base draws on theories, research, the wisdom of practice, educational policies, and professional standards. It integrates current understandings related to learning and human development; curriculum, instruction, and assessment; diversity including exceptionality; subject matter expertise; and advocacy and leadership. The college embraces this broad and comprehensive knowledge base and actively contributes to its advancement.*

Prerequisites: Admission to AESG or ASCG Doctoral Program

Date Syllabus Prepared: August 1998; Revised January 2001; Revised January 2008; Revised January 2010

Required Text: Marshall, C. & Gerstl-Pepin, C. (2005). Re-framing educational politics for social justice. Boston: Pearson Education, Inc. [ISBN: 0-205-37142-6 (paper)]

Resources: Knowledge Works Foundation – 2020 Forecast: Creating the Future of Learning <http://www.futureofed.org/>

Other materials, handouts, class exercises, and other supplementary reading citations/links/or materials will be provided.

Recommended Readings: Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). Educational policy and the politics of change. London: Routledge.

Course Description:

This course provides a foundational understanding, analysis, and synthesis of organizational power, politics, and policy formation for those who will be providing administrative leadership in educational settings. It is one of the courses required for Class "AA" school administration certification. Content includes analysis of how social forces, antecedent movements, and political actions affect organizations as well as the study of policy development and practices.

CONTINGENCY PLAN: If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials and will be posted on Blackboard.

Learning Activities:

Students will be engaged in authentic policy research that integrates theory into action. Additional learning experiences will include group discussions, some lecture, readings, presentations and speakers, case studies, and on-line reflective journaling.

Course Objectives: *Objectives that reflect the college's commitments to diversity and technology are coded as "D" and "T," respectively.*

Upon completion of this course, students will be able to:

1. Demonstrate a systematic and critical understanding of power, policy, and politics of education and approaches for conducting research in these areas.
2. Discuss how organizations and policies are affected by social forces, antecedent movements, and political actions (D).
3. Critically reflect on one's own organization and leadership situations and discuss the implications of educational policies on leadership functions and styles.
4. Discuss new ways of thinking about policy and how the framing of those views can help us to reinvent ourselves as leaders and advocates (D).
5. Describe various models of policy development and analysis and identify the implications of using those models (D).
6. Analyze a policy within the context of the organization where it is implemented.
7. Conduct research on an educational policy issue for an authentic audience.

Course Requirements:

- a. Attend class sessions, complete homework assignments, be prepared and on time, and meaningfully participate in class discussions and activities. (10 points)
- b. Maintain a reflective journal dealing with your thoughts about organizations and policy, thoughts and ideas relative to concepts read and discussed in class, thoughts and ideas relative to concepts you have read individually, feelings related to your own personal growth and understanding as a result of the class and your projects. There should be **a minimum of ten meaningful entries. These are due no later than 4:00pm on April 29th.** (10 points)
- c. Read a book on educational policy, write a critical book review suitable for publication (8-10 pages- double-spaced), and discuss your review with the class. (20 points) (**due week 6-February 18th**)
- d. Interview a practicing administrator about her/his 3 educational policy concerns. Prepare a one-page overview of the 3 issues and a rationale for why they are pertinent.

Bring copies of your handout to distribute in class. (**Your findings are due session 4 – February 4th**).

- e. Analyze an educational policy related to one of the issues identified through your administrator interview. Write a brief policy analysis paper (5-8 pages). Discuss why you selected that policy, how you have framed the issues, and how the analysis would differ if framed differently. Prepare the report for an authentic audience and share it with the administrator you interviewed and others who might be interested in your analysis. Include feedback about the usefulness of your work from this person(s) with your paper. Then, prepare a presentation for the class on your policy issue, your analysis of it, and the feedback you received after presenting your recommendations to an authentic audience.
You will be graded on the written report, the class presentation, and your reflections on the usefulness of your analysis to the stakeholders. **(30 points) (Due Week 10 – March 25th)**
- f. As part of a group, conduct research on a policy issue. (**This year’s topic will be focused on educational policies impacting drop outs and those students who elect to remain in school.**) We’ll produce a policy document (briefing or manual for an audience) describing context, problem/issue, prior attempts at “solving” this, areas for consideration, description of major stakeholders and how they might be included, and recommendations for action. The report should be brief, yet thoroughly consider the implications pertaining to the issue and recommendations. You will meaningfully contribute to the class-developed policy briefing and presentation to Dr. Tommy Bice, Deputy State Superintendent of Education in Alabama, and/or other members of the Alabama Select Commission on High School Completion and Drop Outs. **(30 points)(Report and presentation will be due on April 15th).**

Note: As a program/cohort norm, we have begun to institutionalize a peer review process. You will be asked to evaluate yourself, group members and classmates.

Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Class participation.....	10 points
Reflective journal.....	10 points
Critical Book Review.....	20 points
Policy Analysis Report and Presentation.....	30 points
Group Policy Research and Report.....	<u>30 points</u>
Total	100 points

The following grading scale will be used:

90-100 points	= A
80- 89 points	= B
70-79 points	= C
60-69.9 points	= D
Below 60 points	= F

Class Policy Statements:

- A. Class Attendance/Absences: Class attendance and punctuality is expected. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub (<http://www.auburn.edu/tigercub/handbook.html>) will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangements to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor within one week of the missed assignment. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. For approved absences, an alternative assignment will be administered to the student in order to assess comprehension of the material which was missed during the absence/s. The alternative assignment will be designed to assess the student's understanding of missed content AND will add value to the class. The alternate assignment will count up to the full worth of the participation points. Unexcused absences will result in missed opportunities to earn participation points and submit assignments.
- B. Students need to bring all required materials and assignments that are due to class.
- C. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work. See <http://education.auburn.edu/files/file1610.pdf> for additional guidelines for which you are responsible.
- D. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements with the professor must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 334-703-9572 or office phone at 334-844-4488 even minutes before class to report your unavoidable absence. See <http://education.auburn.edu/files/file1610.pdf> for additional guidelines for which you are responsible.
- E. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late and/or a university approved excuse, no credit will be given for late work. With permission to submit late work, up to five points per day late may be deducted from the total points for that assignment. Your final project/paper must be turned in on time. Failure to do so may result in a zero for your final project/paper.
- F. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail at reedcyn@auburn.edu. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not

have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

- G. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. I will report all academic honesty violations or alleged violations to the Office of the Provost. That office will then refer the case to the Academic Honesty Committee. *Please note that copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

Note: You are expected to produce original work for this class. You may not submit work for this class that you have completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that was part of another course's work.

Please see <http://www.auburn.edu/academic/provost/story.html?1149111436000133> and <http://www.auburn.edu/tigercub/handbook.html> for additional information for which you are responsible.

- H. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality
- I. **No grades of incomplete will be given except under extreme circumstances and with prior written approval from the instructor. If an IN is to be awarded, a written contract must be developed and approved before the end of the semester.**

Course Content and Schedule (Tentative)

<p>Note: Weekly hand-outs will have the most up-to-date information about content and assignments</p>
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January 14 (Week One) Course Introduction

- A. Review of Course Syllabus & expectations
- B. Initial definitions of Power, Policy, and Politics
- C. Identifying the purposes of education, schooling, and goals to be accomplished by sending children to school

Assignments: Read Chapters 1-3 in Marshall & Gerstl-Pepin
Begin reflective journal entries
Begin thinking about an administrator to interview

January 21 (Week Two) Case Study: The Drop Out Crisis in Alabama and the Response from the Alabama Select Commission on High School Completion and Drop Outs

<p>Guest Speaker: Dr. Tommy Bice, Deputy State Superintendent of Education</p>

Assignment: Complete activity #4 at the end of chapter 1 (Marshall & Gerstl-Pepin) and come to class next week prepared to discuss your findings.

January 28 (Week Three) Definitions of Policy and Power/2020 Future Trends Map

- A. What is policy?
- B. What are the different types of power?
- C. Why are educational politics essential and how can they best be utilized?
- D. Considering our frames for understanding policy, power, and educational politics
- E. Identifying future trends influencing education and their implications

Assignments: Read Chapter 4 in Marshall & Gerstl-Pepin
Administrator interview handouts are due next week

February 4 (Week Four) Policy Issues and Concerns – Interview Findings are Due

- A. What are the policy issues and concerns facing administrators in our organizations? Presentations of interview findings
- B. How do these issues and concerns impact organizations?
- C. Framing our group policy research/organizing our work

Assignments: Read Chapter 5 in Marshall & Gerstl-Pepin
Continue work on individual project and reflections

February 11 (Week Five) Comparing Views of Policy/Organizational Implications

- A. Policy as text and other alternative views
- B. Traditional and constructivist conceptions of policy
- C. Understanding the differences among Community, State, and Federal Policy realities

Assignments: Read Chapters 6- 8 in Marshall & Gerstl-Pepin
Prepare policy book presentation – due next week

February 18 (Week Six) Critical Book Review Presentations

Assignments: Read article on Types of Power
Continue work on reflective journaling and individual policy analysis

February 25 (Week Seven) Alternative Views of Policy and Power—Implications of Reframing Policy Work/Considering Future Trends and their Influence on Education

- A. Understanding conceptions of power and the use of power
- B. Analysis of future trends and their impact on education, society and politics
- C. Understanding organizations as systems of political activity
- D. Understanding interplay between interests, conflict, and power

Assignment: Read Chapter 9 in Marshall & Gerstl-Pepin

March 4 (Week Eight) The Many Lived Realities of Policy Development, Implementation and Analysis

- A. Lived Realities and Paradoxes
- B. Hidden Goals and Unanticipated Consequences
- C. Roles and implications for educators and other advocates

Assignments: Work on Policy Analysis Projects

March 11 (Week Nine) Assess progress on individual and group policy analysis projects

- A. Updates
- B. Problem solving
- C. Group work time

Assignments: Work on Individual and Group Policy Analysis Projects

March 18 No class session—Spring Break

March 25 (Week Ten) Individual Policy Analysis Presentations

April 1 (Week Ten) Becoming Trapped in Ways of Thinking and Acting

- A. Updates on Group Policy Analysis

Assignments: Work on Group Policy Analysis Project
Read Chapter 10 in Marshall & Gerstl-Pepin

- April 8** **(Week Eleven) Building Coalitions**
- A. Review Strategies for Policy Advocates
 - B. Work on Group Policy Analysis and Practice Presentations

April 15 (Week Twelve) Group Policy Presentation is due

- April 22** **(Week Thirteen) Pulling it All Together: The Politics of Educational Change**
- A. Complexity
 - B. Difference and Social Justice
 - C. Global education policy and politics
 - D. Critique of Group Policy Presentation

This will be our last class of the semester.

Rubric for Individual Policy Analysis Papers/Presentations

Name:

Topic:

- I. Background on topic analyzed (up to 5 points)
Rationale for why you selected that policy to analyze:
Clear, concise statement of the problem, issue, or situation you examined

- II. How did you frame the issues? (up to 5 points)
How would the analysis differ if framed differently?
Issues considered in analysis
Who benefits?
How, when, and why do certain groups/individuals benefit?

- III. Policy Recommendations/Rationale for recommendations (up to 5 points)

- IV. Feedback on the usefulness/thoroughness of the report from an authentic audience (up to 5 points)

- V. Overall quality of the paper (up to 5 points)

Presentation to class (up to 5 points):

Total Points for Paper and Presentation: _____

