

# COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

## *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

## *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

## *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



AUBURN  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

**AUBURN UNIVERSITY**  
**SYLLABUS**  
**Spring 2012**

**EDLD 8250: Organizational Power, Politics, & Policy Formation**

Instructor: Dr. Cindy Reed	3 Semester Hours
Office: 108 Ramsay Hall	Thursdays 4:45-7:45
Office Phone: 844-4488	Class meets in 108 Ramsay Hall
e-mail: <a href="mailto:reedcyn@auburn.edu">reedcyn@auburn.edu</a>	(unless otherwise noted)
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:** None  
**Corequisites:** None

**Date Syllabus Prepared:** August 1998; Revised January 2001; Revised January 2008;  
& January 2012

**Texts:** Marshall, C. & Gerstl-Pepin, C. (2005). Re-framing educational politics for social justice. Boston: Pearson Education, Inc.

Hargreaves, A. & Shirley, D. (2009). The fourth way: The inspiring future for educational Change. Thousand Oaks, CA: Corwin Press.

**Additional References:** Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). Educational Policy and the politics of change. London: Routledge.

2020 Forecast: Map of Future Forces Affecting Education. KnowledgeWorks Foundation. <http://knowledgeworks.org/>

Other readings

**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. Content includes analysis of how social forces, antecedent movements, and political actions affect organizations as well as the study of policy development and practices.

## Learning Activities:

Students will be engaged in authentic policy analysis and research. 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 organizations, policy making, and research in these areas.
2. Discuss how organizations and policies are affected by social forces, antecedent movements, and political actions (D).
3. Demonstrate knowledge of the factors involved in the functioning and analysis of complex organizations.
4. Critically reflect on one's own organization and leadership situations and discuss the implications of organizational style on leadership functions and styles.
5. Discuss new ways of thinking about organization and policy and how the framing of those views can help us to reinvent ourselves as leaders (D).
6. Describe the process of policy development in various organizational settings.
7. Analyze a policy within the context of the organization where it is implemented.
8. Conduct research on an educational policy issue.

## Course Requirements:

- a. Attend all class sessions, be prepared and on time, and meaningfully participate in class discussions and activities. (10 points)
- b. Maintain an on-line reflective journal dealing with your thoughts about the intersections among leadership, organizations and policy; thoughts and ideas relative to concepts read and discussed in class; thoughts and ideas relative to concepts you have read individually; and/or 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**. (10 points)
- c. Read a book on educational policy, write a critical book review suitable for publication (8-10 pages- double-spaced), and present your review to the class using the Ignite format. (20 points) (**due week 5**)
- d. Individual Policy Analysis Project. *Part 1:* Interview a practicing administrator about her/his 3 educational policy concerns (**Your findings are due session 3**). *Part 2:* Then, analyze an educational policy related to one of the issues identified through your administrator interview. Write a brief policy analysis paper (5-8 pages). Within your policy analysis paper, discuss why you selected that policy, how you identified and framed the issues related to the topic, and how you analyzed the policy issue.

As part of this write up consider the following questions:

- *What is going on in the situation that I am analyzing?*
- *How can I account for its characteristics and the way they are changing?*
- *What are the drivers (economic, historical, social, future trends, etc.)?*
- *How can I make sense of the situation and arrive at an interpretation which allows me to say something concrete about it?*
- *Who benefits? Who loses out?*
- *How, when, and why do certain groups/individuals benefit?*

Be sure this report provides a brief account of the situation being investigated and enough background to enable the reader to understand the context. Offer a clear, concise statement of the problem, issue, or situation you examined as the focus of your policy analysis

*Part 3:* Prepare a policy analysis briefing 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 final paper. You will also present this briefing to the class.

*Part 4.* Prepare a written reflection (3-4 pages) on your analysis, your briefing, and what you feel you have learned about educational policies. Be sure to discuss what you learned by presenting your policy analysis to an authentic audience. The report should be brief, yet thoroughly consider the implications pertaining to the issue and the policy recommendations, and why you would/would not change your recommendations after receiving feedback from authentic audience(s).

You will be graded on the written report, your briefing and the class presentation on it, and your reflections on the usefulness of your analysis to the stakeholders. **(30 points)**  
**(Due Week 10)**

- e. As part of a group, conduct research on a policy issue. We'll produce a policy briefing describing context, problem/issue, prior attempts at "solving" this, areas for consideration, description of major stakeholders and how they might be included in policy development, 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 (30 points)**.

<p><b>CONTINGENCY PLAN: If normal class activities are disrupted due to an emergency or crisis situation, 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 online.</b></p>
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## Grading and Evaluation Procedures:

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

Class participation.....	10 points
On-line 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](mailto: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 read the Auburn University Honesty Code for additional information for which you are responsible at <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

- 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.**