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EDLD 8250  
Spring 2014

Department of  
Educational  
Foundations,  
Leadership and  
Technology

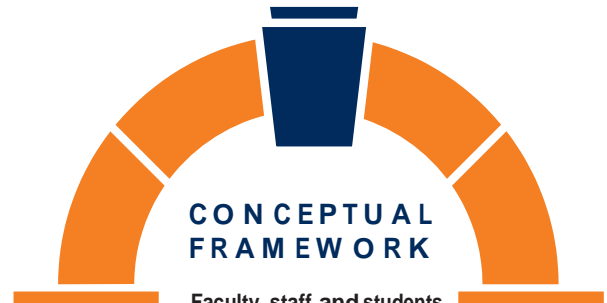
College of Education

Dr. Cindy Reed  
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Office hours by  
appointment

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## 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

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*A Keystone in Building a Better Future for All*



AUBURN  
UNIVERSITY

**AUBURN UNIVERSITY**  
**SYLLABUS**  
**Spring 2013**

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

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

3 Semester Hours  
Mondays 5:00-7:50 pm  
Class meets in 108 Ramsay Hall  
(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, 2013 & 2014

**Texts:** Fowler, Frances C. (2012). Policy Studies for Educational Leaders: An Introduction, 4/E  
ISBN-10: 013267811X • ISBN-13: 9780132678117 Pearson Publishing 384 pp

**Additional References:** 2020 Forecast: Map of Future Forces Affecting Education.

KnowledgeWorks Foundation. <http://knowledgeworks.org/>

ALSDE Plan

2020 <https://docs.alsde.edu/documents/55/Presentation%20from%202-23-12%20Worksession%20-%20Strategic%20Plan%202020.pdf>

**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 (out-of-class and in class). (10 points)
- b. Maintain an electronic 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 (see week one handout for rubric and further directions.** (10 points)
- c. Individual Policy Analysis Project.  
*Part 1:* Interview a practicing administrator about her/his 3 educational policy concerns. Prepare a brief (1 page) description of each of the 3 concerns/issue and enough context to offer insights as to why these are concerns/issues at this time. (**due February 10**). (5 points)  
  
*Part 2:* Then, **analyze an educational policy** related to one of the issues identified through your administrator interview. Write a brief policy analysis report (5-8 pages). Within your policy analysis report, discuss a) why you selected that policy, b) how you identified and framed the issues related to the topic, and c) how you analyzed the policy issue.

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. (30 points)

As you write your analysis, consider the following questions:

- *What is going on in the situation that I am analyzing?(context)*
- *How can I account for its characteristics and the way they are changing?(dynamics)*
- *What are the drivers (economic, historical, social, political, 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? Whose interests win and why?*
- *How, when, and why do certain groups/individuals benefit? And how might this situation be/have been changed?*

*Part 3:* Prepare a policy analysis briefing (power point, prezi, etc.) 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 reflections. You will also present this briefing to the class. (5 points)

*Part 4.* Prepare a written reflection (2-3 pages) on your analysis and briefing (thoroughness of your preparation-what you'd do differently, etc.) and what you feel you have learned about educational policies, power, and politics by conducting this research. Be sure to discuss what you learned by presenting your policy analysis to an authentic audience and receiving feedback from the audience. (10 points)

Final advice: The policy analysis report should be brief, yet thoroughly consider the implications pertaining to the issue and your policy recommendations, and be sure to discuss why you would/would not change your recommendations after receiving feedback from authentic audience(s).

You will be graded on the one page description of the issues/concerns, your written report, your briefing to an authentic audience and the class presentation about the issue/briefing, and your reflections on the usefulness of your analysis to the stakeholders. **(Total Possible = 50 points)**

- d. As part of a group, conduct research on one or more policy issues. 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)**.

**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.**

## Grading and Evaluation Procedures:

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

Class participation.....	10 points
Reflective journal.....	10 points
Policy Analysis Report and Presentation.....	50 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. Students are expected to attend all scheduled class meetings and participate in all individual and group exercises. Should students need to be absent for any reason, contact the course instructor before missing that class meeting. Students will need to find out the details of what was missed from another student(s) and can obtain a brief overview plus materials from the instructor.
- B. Students are responsible for initiating arrangements for missed work due to excused absences.
- C. Students who have comments, questions, or concerns that require one-to-one time with the instructor should schedule an appointment.
- D. Students will need to bring all required or requested materials to class.
- E. 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 will be arranged. To set up this meeting, please contact me by e-mail. 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).
- F. Honesty Code: The University Academic Honesty Code and the Rules and Regulations pertaining to Cheating will apply to this class. See the [Student Policy eHandbook](#) at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for clarification.

- G. 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:
- i. Engage in responsible and ethical professional practices
  - ii. Contribute to collaborative learning communities
  - iii. Demonstrate a commitment to diversity
  - iv. Model and nurture intellectual vitality
- H. No grades of incomplete will be given except under extreme circumstances and with prior written approval of the instructor. If an IN is to be awarded, a written contract must be developed and approved before the end of the semester.

## **Tentative Schedule**

(Be sure to check weekly updates to remain current)

### **January 13: Week One**

Overview of Course objectives, assignments, and expectations  
Introduction to Educational Policy, Politics and Power  
Overview of Plan 2020

Assignment: Read Chapters 1 & 2 in Fowler

Interview an administrator and prepare a one-page overview describing the 3 policy issues/concerns identified by this person. Be sure to include enough contextual background for us to have a clear sense of why these are primary concerns now.

### **January 20: Martin Luther King Day – No class meeting**

### **January 27: Week Two – Combined class session with Dr. Patrick's group We'll meet at Auburn Junior HS**

Assignment: Read Chapters 3-5 in Fowler

### **February 3: Week Three—TBA – may be another combined class session**

Assignment: Read Chapter 6 in Fowler

### **February 10: Week Four**

*Note: Be prepared to discuss content up to Chap 7 in Fowler & findings from administrator interviews are due*

Policy, Power, the Political System and our Political Culture

Identifying Political Actors

How Values and Ideology Influence Educational Policy and Policy Analysis

Assignment: Read Chapters 7-10 in Fowler

### **February 17: Week Five – work on policy analysis project – no formal class session**

### **February 24: Week Six**

*Note: Be prepared to discuss Chapters 8- 10 in Fowler*

Issue Definition and Agenda Setting

Whose Interests Should Schools Serve? Justice and Equity

Assignment: Read Chapters 11 & 12 in Fowler



**March 3: No Class Meeting – I'll be at a conference**

**March 10: No Class Meeting – Spring Break**

**March 17: Week Seven**

(Initial draft of group policy analysis document and presentation due)

*Note: Be prepared to discuss Chapters 11 & 12 in Fowler*

Policy Formulation and Adoption

Policy Instruments and Cost Effectiveness

Policy Implementation –and Implementation Effectiveness

Policy Evaluation- How do we know what works?

Assignment: Finish your Individual Policy Analysis—due Week 8

**March 24: Week Eight**

*Note: Individual Policy Analysis presentations and reports due*

Reflections of Individual and Group on Policy Analyses

**March 31: Week Nine** – Continue working on group policy analyses – No formal meeting

**April 7: Week Ten** (Nearly final draft of group policy analysis document and presentation due)

**In-class Review and critical feedback on group policy document and presentation**

Retrospective and Prospective Views about Education Policy in the United States

Assignment: Finalize Group Policy Analysis Presentation

**April 14: Week Eleven -- Group Policy Analysis Presentation and Feedback from Audience Presentations to and from Dr. Patrick's class – Combined session**

*Note: This will be an extended session – we will have our course wrap-up after the combined session*

**April 21: Week Twelve – No formal class session -- all reflections due**

Be sure to complete and return your Course Evaluation!

