

**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**College of Education**  
**Doctoral Program in Educational Leadership**

**EDEL 9005 - Policy Design (3 Units)**  
**Winter 2009**

**Syllabus and Course Outline –FINAL WINTER 2009**

**COURSE DESCRIPTION**

The course will examine the local, state, and federal laws and policies related to the processes of educational policy development, implementation and evaluation, as well as current policy and governance issues affecting educational practices.

**WINTER TERM**

Because winter term is an intensive five-week session, attendance is crucial for all class meetings, as is completing assignments and projects on time. Class participation and on-line communications includes evidence of reading all required selections and making significant contributions in-class and on-line. The final examination will be held during the fifth week.

**STUDENT LEARNING OUTCOMES**

The student will be able to:

1. Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders for educational improvement. (1.2)
2. Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities. (1.3)
3. Demonstrate a comprehensive understanding of educational policy within context of state and federal school accountability mandates. (1.4)
4. Demonstrate application of research-based models for student learning interventions, especially in science and technology. (2.3)
5. Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform. (3.1)
6. Apply research on the social, emotional and cognitive growth of students and the role of languages and culture to students' academic development/achievement. (3.3)
7. Demonstrate ability to lead internal and external education organization reviews through evidence-based decision-making. (3.5)

**CORE ELEMENTS**

In order to achieve the above outlined program goals and student learning outcomes, this course includes the following core elements, which are threaded throughout the coursework offered in the program:

- Systemic Education Reform – I
- Collaborative Management - I
- Diversity and Equity - I
- Educational Policy Environments - A
- Educational Accountability - I
- Curriculum and Instructional Reform - I
- Community and Governmental Relations – I
- Research - R

Key:

I = Element is Introduced

R = Element is Reinforced

A = Element is Addressed at an Advanced Level

## **PEDAGOGY**

This course is divided into four components in the context of theory and practice:

1. Design
2. Development
3. Implementation
4. Evaluation of educational policies and programs

Students will be able to demonstrate (orally and in written form) how to effectively design, develop and implement school/college policies through the involvement of all stakeholders with attention given to diversity and equity issues, and execution of successful policy assessment practices.

This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, case study analysis and on-line discussions. Web exploration, student presentations and visiting practitioner presentations may also be part of this course. The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. Where appropriate, students are encouraged to focus assignments on future career plans, and the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

To that end, students will connect research, theory, policy, and practice through a series of assignments related to education policy, including online written assignments, field work and a policy proposal position paper. The policy proposal topic scope will be developed in consultation with the instructor.

All assignments must demonstrate appropriate rigor for a doctoral level course and should reflect appropriate library usage, in-depth understanding of relevant literature and best practices and a comprehensive understanding of the complexity of the issues that surround policy development, governance and administration within the student's current educational environment.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hard copy and electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

***NOTE: THE COURSE IS DIVIDED INTO 10 SESSIONS, FIVE SESSIONS IN CLASS AND FIVE SESSIONS ON- LINE. THE COURSE WILL MEET ON FIVE CONSECUTIVE TUESDAYS FROM 5:00-10:00PM DURING THE WINTER TERM 2009. THERE WILL ALSO BE A MINIMUM OF FIVE HOURS PER WEEK OF ON-LINE ACTIVITIES.***

## **ATTENDANCE AND PARTICIPATION POLICY**

Students should be prepared for and attend all class sessions and required on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason. Several readings and learning activities have been selected to help orient students to major issues related to educational policy at the PreK-12 and community college levels. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date. Students are expected to discuss and share insights about the important issues raised by the readings and throughout the learning activities.

## **APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM**

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. It is expected that all students will show respect for each other while in the class and

not disrupt other students' right to learn. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable.

The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with as a student code of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

## **REQUIRED TEXTBOOK**

Fowler, F. C. (2009). *Policy studies for educational leaders*, (3<sup>rd</sup> ed.). Pearson

## **SCHOLARLY ARTICLES**

### **Week One**

#### Focused Articles:

Mitra, D., Movit, M., & Frick, W. (2008). Brain drain in the rust belt: Can educational reform help to build civic capacity in struggling communities? *Educational Policy*, 22.

Moe, T. (2004). The two democratic purposes of public education, in Rediscovering the Democratic Purposes of Education, McDonnell, L., Timpane, P., & Benjamin, R. (Eds). Kansas City: University of Kansas Press. (Handout)

#### Support Articles:

Bales, B. L. (2006). Teacher education policies in the United States: The accountability shift since 1980. *Teaching & Teacher Education: An International Journal of Research and Studies*, 22.

Education Commission of the States (2004). *Newcomer's guide to the policy process*. Retrieved November 15, 2008 from [http://www.communitycollegepolicy.org/html/toolkit/downloads/policy\\_primer.pdf](http://www.communitycollegepolicy.org/html/toolkit/downloads/policy_primer.pdf). (Handout)

Fowler, F. (2006). Struggling with theory: A beginning scholar's experience with Mazzone's Arena Model, in Theoretic Frameworks in Qualitative Research, Anfara, A. (ed.). Thousand Oaks, CA: Sage Publishing. (Handout)

Nieto, S. (2005). Public education in the twentieth century and beyond: High hopes, broken promises, and an uncertain future. *Harvard Educational Review*, 75.

### **Week Two**

#### Focused Articles:

Chapman, L. (2007, Sept/Oct). An update on No Child Left Behind and national trends in education. *Arts Education Policy Review*, 109(1).

Illinois Arts Alliance (2004, Sept). *Arts education: Trends in public policy development and implementation*, pp. 1-19 only. Chicago: Chicago Community Trust. (Handout)

#### Support Article:

Anyon, J. (2005). What "Counts" as educational policy? Notes toward a new paradigm. *Harvard Educational Review*, 75, 65-88.

### **Week Three**

#### Focused Articles:

Desimone, L. M. (2006). Consider the source: Response differences among teachers, principals, and districts on survey questions about their education policy environment. *Educational Policy*, 20, 640-676.

Stein, S. (2004). The Culture of Education Policy. Chapter 6 and Appendix. (Handout)

Waks, L. (2005, Sept.). Globalization, state transformation and educational re-structuring: Why postmodern diversity will prevail over standardization. *Studies in Philosophy and Education*, 25(5).

ACCJC (2002). Selected Accreditation Standards. (Blackboard)

#### Support Articles:

TBA

### **Week Four**

#### Focused Articles:

Abma, T. (2000). The practice and politics of responsive evaluation. *American Journal of Evaluation*, 27, 31-43.

Martinez, M. C., & Nilson, M. (2006). Assessing the connection between higher education policy and performance. *Educational Policy*, 20, 299-322.

Opfer, V. D. (2006). Evaluating equity: A framework for understanding action and inaction on social justice issues. *Educational Policy*, 20, 271-290.

#### Support Articles:

Gorard, S. (2006). Does policy matter in education? *International Journal of Research & Method in Education*, 29, 5-21.

Morfin, O. J., Perez, V. H., & Parker, L. (2006). Hiding the politically obvious: A critical race theory preview of diversity as racial neutrality in higher education. *Educational Policy*, 20, 249-270.

Reason, R. D., Terenzini, P. T., & Domingo, R. J. (2006). First things first: Developing academic competence in the first year of college. *Research in Higher Education*, 47, 149-175.

### **Week Five**

TBA

### **RECOMMENDED RECENT PUBLICATIONS**

US Department of Education (2006, September). *A Test of leadership: Charting the future of U.S. higher education*. A Report of the Commission Appointed by Secretary of Education Margaret Spellings. Washington D.C.

Spellings, M. (2005). Interview: U.S. Secretary of Education. *Harvard Educational Review*, 75.

Assembly Bill 1725 of 1988 and Related California Education Codes and Title V Regulations.

Carducci, R. (2007). Community college fiscal policy: Recent literature. *Journal for Applied Research for Community Colleges*, 14(1).

Fusarelli, L. (2007). Restricted choices, limited options: Implementing choice and supplemental educational services in No Child Left Behind. *Educational Policy*, 21.

- Hagedorn, L. & Prather, G. (2006). Transitions within the community college: Pathways to access and inclusion. *Journal for Applied Research for Community Colleges*, 13(2).
- Heck, R. (2004). Theoretical Concepts and Research Methods: Sociocultural, Political, and Historical Studies in Education. Lawrence Erlbaum Associates, Inc.
- Hickman, R. (2005). Using Student Intake Data to Predict Success in a Program: An Application of Canonical Correlation Analysis. *Journal of Applied Research for Community Colleges*, 13(1).
- Hill, H. (2007). Mathematical knowledge of middle school teachers: Implications for the No Child Left Behind policy initiative. *Educational Evaluation and Policy Analysis*, 29.
- Hill, H & Lubienski, S. (2007). Teachers' mathematics knowledge for teaching and school context: A study of California teachers. *Educational Policy*, 21.
- Honig, M. (2006). Street-level bureaucracy revisited: Frontline district central office administrators as boundary spanners in education policy implementation. *Educational Evaluation and Policy Analysis*, 28.
- Stiefel, L., Schwartz, A. & Chellman, C. (2007). So many children left behind: Segregation and the impact of subgroup reporting in No Child Left Behind on the racial test score gap. *Educational Policy*, 21.
- Weis, L., Nozaki, Y., Granfield, R. & Olsen, N. (2007). A call for civically engaged educational policy-related scholarship. *Educational Policy*, 21.
- Wrigley, T. (2007). Rethinking education in an era of globalisation. *Journal for Critical Education Policy Studies*, 5(2).

### **ELECTRONIC RESOURCES**

- <http://www.acsa.org> (Association of California School Administrators)
- <http://www.cde.ca.gov> (California Department of Education)
- <http://www.ctc.ca.gov> (California Commission on Teacher Credentialing)
- <http://www.ed-data.k12.ca.us> (Ed-Data)
- <http://www.lao.ca.gov> (Office of the Legislative Analyst)
- <http://www.leginfo.ca.gov/calaw.html> (Official California Legislative Information)
- <http://nces.ed.gov/pubsearch/index.html> (National Center for Education Statistics)
- <http://www.ppic.org/publications/reports.html> (Public Policy Institute of California)
- <http://wested.org> (WestEd)
- <http://olam.ed.asu.edu/epaa/> (Policy Research)
- <http://hednet.polyu.edu.hk/> (Journals and Educational Research)
- <http://www.ncpa.org/pi/edu/edu1.html> (National Center for Policy Analysis)
- <http://www.indiana.edu/~workshop/> (Workshop in Policy Analysis)
- <http://www.ed.gov/>
- <http://www.upenn.edu/gse/cpre/frames/pubs.html> (Policy Analysis Site)
- <http://www.ed.gov/stats.html> (Research Site)
- <http://www.northernlight.com/> (Research site)

## **COURSE REQUIREMENTS AND MAJOR ASSIGNMENTS**

### **Class Attendance and Participation including Readings, Group Discussions and Student Reports – 10% of final grade**

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and could impede students from fulfilling required assignments.

### **Online Threaded Discussions - 20% of final grade**

The online threaded discussions will generally have three parts. Students are expected to complete each part of the on-line assignments, post their assignments and respond to other students' postings as appropriate. Students should plan to spend a minimum of three to five hours per online discussion (in lieu of a traditional face-to-face class meeting) responding to the discussion questions and reacting to other students' answers and comments.

Each week there will be a focused online threaded group discussion (students will be divided into groups of four to six). The online discussions and questions will be based around the text readings, focused articles and in class discussion. All students are expected to participate in each on-line discussion. Online discussions are for the purpose of scholarly discourse and exploration. Students are expected to provide citations from the literature when appropriate. Students are encouraged to pose related questions and points for discussion within the context of the assignment.

### **Applied Fieldwork Project – 20% of final grade**

Each student will develop an annotated flow chart (or table) showing the policy development, implementation and evaluation process in a PreK-12 or community college setting. In addition, a brief paper will summarize each step of the process. The assignment will require several activities including interviewing key PreK-12 or community college administrators, faculty and staff, and document analysis. Specific guidelines for this assignment will be posted on Blackboard.

Summary of Plan of Action – 1-2 page paper summarizing how you plan to complete this assignment including which district or school or college you plan to focus your fieldwork on, tentative timelines for all activities, meetings you plan to attend and individuals you plan to interview, and which documents you plan to review. Your plan will mostly likely undergo some modification as you progress through the project.

DUE: E-mail the Summary of Plan of Action to the instructor by the second Monday of the semester, January 12, 2009. You will review your plans with your assigned group in class on January 13<sup>th</sup>.

Fieldwork Report – The Fieldwork Report will consist of a 5-7 page paper summarizing your findings. A list of meetings, interviews and documents you used to complete your fieldwork project, and a detailed flowchart, table (or by other means), clearly illustrating how policies are developed, approved, implemented and evaluated within the organization. Be sure to list timelines, important players in the process, resource considerations, communication activities and both informal and formal actions that are taken at each step of the process.

DUE: The written Fieldwork Report is due by the fourth Monday of the semester, January 26<sup>th</sup>.

There will also be a one hour discussion on the fieldwork projects in class on January 27<sup>th</sup> (e-mail to the instructor). Be prepared to briefly discuss your findings in-class on that date. By January 26<sup>th</sup>, post the flowchart part of your report on Blackboard for other students to see and comment on.

### **Policy Proposal Position Paper- 50% of final grade**

Each student will select a major issue in education and propose a policy and set of procedures to address the issue. This will be done in the form of a major position paper dealing with a significant challenge being faced by their home institution, or another institution of their choosing. This paper will be grounded in theory and should rely upon the citation of assigned readings and related readings selected by the student to provide support for the suggested course of action. This paper will be 15-20 pages in length excluding title page, large charts and references. A minimum of 12 citations is acceptable for a paper of this length. This paper should be written as if the student were advising the chief administrative officer of whatever division, department, or institution who is ultimately responsible for policy implementation. In addition, the argument in the paper as well as the oral report must address and anticipate concerns and perspectives of other major stakeholders including board of trustees, senior and middle administration, faculty unions, academic senates, students, the public and others affected by the new policy. The paper should include an abstract and adhere to the American Psychological Association (APA) publication manual, 5th edition or most current edition.

The project topic scope will be developed in consultation with the instructor. The project must demonstrate appropriate rigor for a doctoral level course and should reflect extensive library usage, in-depth understanding of relevant research literature and best practices, a comprehensive understanding of the complexity of the issues that surround policy, governance and administration within the community college, and the ability to conduct high quality research and field work to address the major issues within the scope of this course.

The major position paper will include the following sections:

1. Description of the issue being addressed.
2. Review of research literature related to the issue.
3. Exploration of organizational issues including an analysis of the external policy issues and legal restrictions, and the internal factors including trustees, key administrators, faculty and staff, administrative structures, district policies, procedures and practices, organizational culture and other factors related to the specific issue.
4. Thorough analysis of the issues with a focus on policy impact, changes in organizational governance and structure, and organizational cultural realities. Fiscal, human and other resource impacts must also be discussed.
5. Presentation of possible solutions including multiple policy alternatives and an evaluation of predicted outcomes of each alternative; as well as the recommended policy changes and a compelling rationale for the recommendation.

6. Proposed set of evaluation criteria for the suggested solution.
7. Steps to implementation including institutional participants and their impact on the implementation, and a description of anticipated challenges and how to address the challenges. Also include how resource impacts to the organization, if appropriate, will be handled.
8. Listing of documents, web sites and other information sources that may be helpful on this particular issue.

Each student will give a 15 minute oral presentation on the major position paper.

DUE: Problem Statement – A 1-2 page paper discussing the problem that you plan to address with the new or substantially revised policy. Due by the second Monday, January 12<sup>th</sup>. Email to the instructor.

DUE: Literature Review – An annotated review of the relevant literature is due by the third Monday, January 19<sup>th</sup>. The literature review should consist of a minimum of 8 sources including both print and web based sources. (Note, the paper requires a minimum of 12 citations).

DUE: Oral Presentation – A 15 minute oral presentation will be given during class on January 27<sup>th</sup> and as necessary, February 3<sup>rd</sup>. A 1-2 page summary of the proposed policy along with the proposed text of the policy will be handed out to each person in the class. The presentation will consist of a 10 minute presentation followed by a 5 minute discussion. Other students will be assigned various constituent roles during the presentation including trustee member, superintendent/president, chief academic officer, chief business officer, dean/principal and faculty senate president, faculty union representative and parent/student representative.

DUE: Completed Policy Proposal Position Paper – The completed paper is due on the fifth Monday, February 2<sup>nd</sup>. Email to the instructor.

### **GRADING POLICY**

<b>Class Attendance and Participation</b>	<b>10% of final grade</b>
<b>Online Threaded Discussions</b>	<b>20% of final grade</b>
<b>Applied Fieldwork Project</b>	<b>20% of final grade</b>
<b>Policy Proposal</b>	<b>50% of final grade</b>

Letter grades will be issued according to the following grading scale:

A = 93-100% B = 85-92% C = 75-84% D = 65-74% F = <65%

**Note: Students must earn a grade of C or better to have this course count toward their doctoral studies.**

**Contact Information for the Instructor:**

Dr. Jim Riggs, Professor of Education

Phone: 209-664-6789

Cell Phone: 209-559-6550

E-mail: [jriggs1@csustan.edu](mailto:jriggs1@csustan.edu)

**Contact Address:**

CSU Stanislaus, College of Education  
Department of Advanced Studies in Education  
Doctoral Program in Educational Leadership  
DBH 353  
One University Way  
Turlock, CA 95382

**Office Hours (Winter Term 2009)**

Tuesday 1:30-3:30

Wednesday 9:00-11:00

Also By Arrangement

NOTE: The course syllabus and outline may be modified by the instructor if the need arises. Students will be informed in writing of any changes.

# EDEL 9005 POLICY DESIGN WEEKLY TOPIC OUTLINE

## *POLICY DESIGN* WEEK ONE: January 6-8

**WEEK ONE: Class Meeting – January 6<sup>th</sup>, 5:00-10:00PM** (See Week One Guide Sheet for Details)

### Main Topics and Discussions

- I. Course Overview and Introduction
  - A. Program and Course Goals
  - B. Course Organization
  - C. Student learning objectives and core elements in the context of the formulation, implementation and evaluation of educational policy
  - D. Course Assignments
  
- II. Introduction to Educational Policy
  - A. Defining Important Education Policy Terms for Week One
  - B. Origins of Policy: Historical Perspectives and Foundations of Public Education Policy
  - C. Overview of Concepts, Principles and Practices Related to Education Policy
  - D. Methods of Studying Educational Policy
  - E. Stage Model in Viewing and Understanding Policy
  - F. Power and Education Policy – Analyzing Power and Controlling of the Agenda
  - G. Major Players in Policy Design
  - H. Role of Educational Leaders in Policy Design, Development, Implementation and Evaluation
  - I. Laws, Statutes, Administrative Codes and Board Policy
  - J. Federal, State and Local Authority Over Education
  - K. Permissive and Required Policy Action (*May* and *Shall*)
  
- III. Over-arching Purposes for Policies and How Policies are Applied in an Organization
  - A. Clarify Action
  - B. Change Action
  - C. Maintain Power Relationships and Status
  - D. Accomplish Goals of the Organization
  - E. Others?
  
- IV. Applied Concepts
  - A. Identifying Policy Problems and Policy Instruments (see Bales)
  - B. Applying Stage Model of Policy Process (see Fowler, fig 1.1 in text)
  - C. Steps for Effective Participation in the Education Policy Process (see ECS)
  - D. Applying the PRINCE model of Power Analysis (see Fowler, fig 2.1 in text)
  
- V. Review of Major Assignments for the Course
  - A. Policy Proposal Project Overview
  - B. Applied Fieldwork Project Overview

**WEEK ONE: ON-LINE (January 7 – January 11)**

### Major Topic

Political Environments and Their Impact in Shaping Educational Policy

***POLICY DEVELOPMENT***  
**WEEK TWO: January 13-18**

**WEEK TWO: Class Meeting - January 13, 5:00-10:00PM** (See Week Two Guide Sheet for Details)

**Main Topics and Discussions**

I. Focused Education Policy Issue of the Week

II. Overview of Topics to Be Covered in Week Two

III. On-line Assignments Reports – All Students

A. Brief (three minute) Oral Reports on Selected Scholarly Article Summaries

B. Brief Group Presentations On-line assignment, Part One

C. Selected Essay Questions and Answers from Each Group

NOTE: We will use the case study discussed in the *Brain Drain in the Rust Belt* article as well as some local examples for policy development.

IV. Societal Forces that Shape Educational Policy

A. Overview of Societal Values, Aims and Ideologies Impact on Education Policy

B. Ideology and Values Conflicts in Education

C. Dealing Effectively with Ideology and Value Conflicts

V. Major Education Policy Actors

A. Government Actors and Processes Affecting Educational Policy

B. Nongovernmental Policy Actors

C. Identifying and Learning about Policy Actors

VI. Local Influences on Educational Policy

A. Boards of Trustees Role in Policy Development

B. Educational Leaders Role in Policy Development

C. Internal Groups and Their Influence on Policy Development

VII. Formulation and Adoption of Educational Policy

A. Defining Policy Problems and Policy Issues

B. Education Policy Planning and the Role of the Research Community

VIII. Macro (State and Federal) Policy Agendas and Policy Formulation

IX. Micro (Local District) Policy Agendas and Policy Formulation

X. Overview of Selected Theoretical Frameworks Applied to Education Policy

XI. Review of Major Assignments for the Course

A. Policy Proposal Project Overview

B. Applied Fieldwork Project Overview

XII. Applied Concepts for Week Two

A. Inventorying Ideology, Aims and Values as They Affect Education Policy

B. Identifying Stages of Education Policy Development and Adoption

**WEEK TWO: ON-LINE (January 13 – January 18)**

**Major Topic**

Systematic Education Reform through Policy Development and Advocacy

## ***POLICY IMPLEMENTATION***

### **WEEK THREE: January 20-25**

**WEEK THREE: Class Meeting - January 20, 2009 5:00-10:00PM** (See Week Three Guide Sheet for Details)

#### **Main Topics and Discussions**

I. Focused Education Policy Issue of the Week

II. Overview of Topics to Be Covered in Week Three

III. On-line Assignments Reports – All Students

- A. Brief (three minute) Oral Reports on Selected Scholarly Article Summaries
- B. Brief Group Presentations On-line assignment, Part One
- C. Selected Essay Questions and Answers from Each Group

NOTE: We will discuss the two focused articles on Arts Education Policy from the on-line activities from Week Two as well as some local examples for policy advocacy, development and implementation.

IV. Analyzing the Implementation of Education Policies – An Overview

V. Lowi's Techniques of Control: Distributive, Regulatory and Redistributive Policies

- A. Distributive Policies, Definition, Characteristics and Purposes
- B. Regulatory Policies – Definitions, Characteristics and Purposes
- C. Redistributive Policies – Definitions, Characteristics and Purposes
- D. Applying Lowi's Categories in College and School Leadership

VI. McDonnell and Elmore's Policy Instruments (table 9.1 in the text)

- A. Mandates
- B. Inducements
- C. Capacity Building
- D. System-Change
- E. Symbolic, Persuasion and "Hortatory" Policy

VII. The Organization and Policy Implementation

- A. Views of the Organization: Teleological, Bureaucratic, Political, Cultural, Post-Modern, Purpose Driven
- B. Policy Instruments and Cost Effectiveness
- C. Policy Implementation: Getting People to Carry Out a Policy, Some General Guidelines and Analysis
- D. Institutionalizing Policies
- E. Developing and Implementing Procedures
- F. Integrating and Enforcing Policies throughout the Organization

VIII. Special Focus: Engaging the Faculty in Policy Implementation

IX. Applied Concepts

- A. Applying Lowi's Techniques of Control and McDonnell's & Elmore's Policy Instruments in Planning Effective Policy Implementation Strategies
- B. Managing and Facilitating Public Input at Board Meetings, a Case Study
- C. Implementing New Shared Governance Policies, a Case Study
- D. Implementing Program Assessment Policies, an Overview of Organizational Issues

**WEEK THREE: ON-LINE (January 20 – January 25)**

**Major Topic**

Policy Implementation and the Educational Institution - Working Effectively Within School/College Environments.

***POLICY EVALUATION***  
**WEEK FOUR: January 27- February 1**

**WEEK FOUR: Class Meeting January 20, 5:00-10:00PM (See Week Four Guide Sheet for Details)**

**Main Topics, Discussions and Activities for Week Four**

- I. Focused Education Policy Issue of the Week
- II. Overview of Topics to Be Covered in Week Four
- III. On-line Assignments Report
- IV. Review of Fieldwork Project Findings
- V. Policy Effectiveness
- VI. Functionalism and Critical Theory Views of Policy Effectiveness
- VII. Policy Evaluation: Determining How Well a Policy Works
- VIII. Acting on Policy Evaluation Results
- IX. Building a Culture of Continuous Improvement and Institutional Effectiveness Through Effective Policy Making and Data Driven Decision Making
- X. Future Trends and Emerging Issues Affecting Education Policy
- XI. Course Evaluation
- XII. Policy Proposal Presentations

**WEEK FOUR: ON-LINE (January 27 – February 1)**

**Major Topic**

Evaluating the Link Between Educational Policy and Institutional Effectiveness

***POLICY DESIGN AND INTEGRATION***  
**WEEK FIVE: February 2-5**

**WEEK FIVE: Class Meeting February 3, 5:00-10:00PM**

**Main Topics, Discussions and Activities**

- I. Focused Education Policy Issue of the Week
- II. Overview of Topics to Be Covered in Week Five
- III. On-line Assignments Report – All Students
- IV. Policy Proposal Presentations
- V. Integrating All Phases of Education Policy Design: Development, Implementation and Evaluation
- VI. Education Policy Resources

**WEEK FIVE: ON-LINE (February 2-5)**  
**TBA**