INSTITUTIONAL 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.

EdD PROGRAM 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 three components in the context of theory and practice:
1. Designs and Development of Educational Policy
2. Implementation and Institutionalization of Education Policies
3. Evaluation of Education Policies
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 several administrative concerns including diversity and equity issues, legal issues, organizational politics 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. 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 taking the written qualifying examination and writing the dissertation.

Students will connect research, theory, policy, and practice through a series of assignments related to education policy, including online written assignments, fieldwork 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 reading assignments and 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 using Microsoft Word. When applicable, written assignments should conform to APA writing style. Late papers may not be accepted or result in a lower course grade.

**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 or be late for 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/higher education levels.

Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date. Absences may result in a lower course grade.

**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**

**SELECTED REQUIRED AND RECOMMENDED SCHOLARLY ARTICLES**


Education Commission of the States (2004). *Newcomer’s guide to the policy process.*


Selected WASC Accreditation Documents

Selected Board Policies, California Education Codes and Title 5 Regulations

**RECOMMENDED RECENT PUBLICATIONS AND ARTICLES**


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


Hagedorn, L. & Prather, G. (2006). Transitions within the community college: Pathways to access and


**COURSE REQUIREMENTS AND MAJOR ASSIGNMENTS**

**Class Attendance and Participation—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. Absences may result in a lower course grade.

**Online Threaded Discussions—20% of final grade**

There will be two on-line threaded discussion groups focused around the assigned readings, general topics and student learning outcomes for this course. Students should plan to spend approximately four to five hours (for each assignment) responding to the discussion questions and reacting to other students’ answers and comments. On-line discussions are for the purpose of scholarly discourse and exploration. On-line assignments for this course will be:

On-Line Assignment One, January 26-31
On-Line Assignment Two, February 9-14

**Applied Fieldwork Project—30% 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/higher education 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.

**Summary of Plan of Action**—One 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 most likely undergo some modification as you progress through the project.

**DUE:** E-mail the Summary of Plan of Action to the instructor by January 31, 2012.

**Fieldwork Report**—The Fieldwork Report will consist of a five page paper summarizing your findings, including 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 February 7, 2012.

There will also be a discussion of the fieldwork projects in class February 4. Be prepared to briefly discuss your findings on that day.

**Policy Proposal Position Paper and Presentation - 40% 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 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 best practices, and should rely on assigned readings and related readings selected by the student to provide support for the suggested course of action.

This paper will be 10 pages in length excluding title page, large charts and references. A minimum of six 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 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, 6th 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 appropriate library usage, an understanding of relevant research literature and best practices, and a comprehensive understanding of the complexity of the governance and administrative issues that surround the policy.

The position paper will include the following sections:

1. Description of the issue being addressed.
2. A brief 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 environment 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 environmental 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.
7. Steps for implementation including institutional participants and their anticipated impact on implementation, and a description of expected challenges and how to address these challenges.
8. A brief list of documents, web sites and other information sources that may be helpful.

Each student will give a 20 minute oral presentation on the major position paper which includes questions and statements from the “stakeholders” and set-up and teardown time. (The presentation is a simulated board of trustees/school board presentation.)

DUE: Problem Statement – A one page paper discussing the problem that you plan to address with the new or substantially revised policy. Due by January 31. Email to the instructor.

DUE: Literature Review and Outline – A brief annotated review of the relevant literature and one page outline of the paper. Due by February 14. The literature review should consist of a minimum of six sources and can include both print and web based sources.

DUE: Oral Presentation – 20 minutes are allocated for each oral presentation. 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 12 minute presentation followed by a 5 minute discussion. Three minutes are allocated for set-up and teardown activities for the presentation. 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. This is a presentation being made to a board of trustees or other decision-making group, the time schedule will be strictly adhered to.

DUE: Completed Policy Proposal Position Paper – The completed paper is due by February 28. Email to the instructor. Late papers may not be accepted or result in a lower course grade.

**GRADING POLICY**

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

A = 95-100  A- = 93-94  B+ = 91-92  B = 86-90  B- = 84-85  
C+ = 82-83  C = 76-81  C- = 74-75  D = 65-73  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, Advanced Studies in Education  
Work Phone: 209-664-6789  
Home Phone: 209-532-0241  
Cell Phone: 209-559-6550  
E-mail: jriggs1@csustan.edu

**Contact Address:**

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

**Office Hours (Spring 2011)**

Tuesday 1:30-3:30  
Wednesday 9:00-11:00  
Fridays 3:30-4:30 before each class meeting  
And 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 change.
Important Dates for EDEL 9005, Spring 2012

Class Meetings
Friday Evenings, 5:00-8:00PM; Saturdays 9:00-3:30PM
January 20/21, February 3/4, February 17/18

On-Line Assignments
Assignment One - January 26 - 31
Assignment Two - February 9- 14

Applied Fieldwork Project
Summary of Plan of Action – January 31
Fieldwork Report – February 7
Oral Report – February 4

Policy Proposal Position Paper and Presentation
Problem Statement – January 31
Literature Review and Outline – February 14
Oral Presentation of Proposal – February 18
Final Paper Due – February 28

NOTES:
FRIDAY, JANUARY 20, 2012 - 5:00-8:00PM
THE FIRST CLASS WILL MEET AT THE SACRAMENTO CONVENTION CENTER TO HEAR DIANE
RAVITCH SPEAK ABOUT EDUCATION POLICY AND REFORM – THE INSTRUCTOR WILL
PROVIDE TICKETS TO THE EVENT. THE EVENT BEGINS AT 6:00PM. THE CLASS WILL MEET AT
5:30 AT THE CONVENTION CENTER. STUDENTS ARE ENCOURAGED TO CAR POOL.
MORE INFORMATION WILL BE PROVIDED.

FOR THOSE WHO CANNOT ATTEND THIS EVENT, CONTACT THE INSTRUCTOR FOR AN
ALTERNATIVE ASSIGNMENT.

Reading Assignments (to be completed before class)
Fowler: Chapters 1, 2 & 3 (Textbook)

Education Commission of the States (2004). *Newcomer’s guide to the policy process*

Support (Not Required) Articles:
[Note: The following Articles and Material will be available on Blackboard]


SATURDAY, JANUARY 21, 2012, 9:00AM – 3:30PM

Main Topics and Discussions
I. Course Overview and Introduction

II. Introduction to Educational Policy
   A. Defining Important Education Policy Terms
   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 and Development
   H. Role of Educational Leaders in Policy Design, Development, Implementation and Evaluation
   I. Laws, Statutes, Administrative Regulations, Board Policy and Administrative Procedures
   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
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 Ed Commission of the States)
   D. Applying the PRINCE model of Power Analysis (see Fowler, fig 2.1 in text)

V. 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

VI. Major Education Policy Actors
   A. Government Actors and Processes Affecting Educational Policy
      1. Federal Government
      2. State Government
      3. Local Government
   B. Nongovernmental Policy Actors
      1. Educational and Non-educational Interest Groups
      2. Policy Planning and Advocacy Organizations
      3. Media
   C. Identifying and Learning about Policy Actors

VII. 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

VIII. Formulation and Adoption of Educational Policy
   A. Defining Policy Problems and Policy Issues
   B. Education Policy Planning and the Role of the Research Community

IX. Policy Agendas and Policy Formulation
   A. Macro (State and Federal)
   B. Meso (Regional and Multi-Institutional District)
   C. Micro (School, College, Division/Program)

X. Applied Concepts
   A. Inventorying Ideology, Aims and Values as They Affect Education Policy
   B. Identifying Stages of Education Policy Development and Adoption

XI. Review of Major Assignments for the Course
   A. Policy Proposal Project Overview
   B. Applied Fieldwork Project Overview

Reading Assignments
Fowler, Ch. 4, 5 & 6 (Textbook)

Support Article:
ON-LINE ASSIGNMENT ONE - January 26 through January 31

**Major Topic**

Political Environments and Their Impact in Shaping Educational Policy - A Case Study of Policy Development in a Challenging Political Environment

**Focused (Required) Articles:**


**POLICY IMPLEMENTATION & INSTITUTIONALIZATION**

FRIDAY, FEBRUARY 3 2012, 5:00-8:00PM and SATURDAY, FEBRUARY 4, 2012, 9:00-3:30PM

**Main Topics and Discussions**

I. Focused Education Policy Issue
II. Overview of Topics to Be Covered
III. On-line Assignments Reports – All Students
IV. Implementing Education Policies – An Overview
V. Lowi’s Techniques of Control: Distributive, Regulatory and Redistributive Policies
VI. McDonnell and Elmore’s Policy Instruments (table 9.1 in the text)
   Mandates; Inducements; Capacity Building; System-Change; 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. From the Field – Case Selected Case Studies in Policy Development and Implementation

**Assigned Reading**

Fowler: Chapters 7, 8, 9 & 10

ON LINE ASSIGNMENT TWO – FEBRUARY 9-14

Systematic Education Reform Through the Effective Implementation of Education Policies

The online assignment is based primarily on the following two articles and assigned text reading:

**Focused Articles**


**POLICY EVALUATION**

**FRIDAY, FEBRUARY 17, 2012, 5:00-8:00PM**

**Main Topics, Discussions and Activities**
I. Focused Education Policy Issue
II. On-line Assignments Report
III. Functionalism, Political and Critical Theory Views of Policy Effectiveness
IV. Policy Evaluation: Determining How Well a Policy Works
V. Acting on Policy Evaluation Results

**Assigned Reading**
Fowler: Chapters 11 & 12

**SATURDAY, FEBRUARY 18, 2012, 9:00-3:30PM**

**Main Topics, Discussions and Activities**
I. Policy Proposal Presentations
II. Integrating All Phases of Education Policy Design: Development, Implementation, Institutionalization and Evaluation
III. Building a Culture of Continuous Improvement and Institutional Effectiveness Through Effective Policy Making and Data Driven Decision Making
IV. Future Trends and Emerging Issues Affecting Education Policy
V. Course Evaluation

**NOTE FROM THE COLLEGE OF EDUCATION:** The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student names and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.