

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Education	Today's Date:	September 27, 2011	
b.	Department/Division: Educational Leadership Studies			
c.	Contact person name: Dr. Wayne D. Lewis	Email: wayne.lewis@uky.edu	Phone:	859/948-8516
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____			
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: EDL 704			
b.	Full Title: Politics of Educational Leadership			
c.	Transcript Title (if full title is more than 40 characters): Politics of Educational Leadership			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): EPE 603			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	_____ Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	X Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3 credits			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>		
i.	Course Description for Bulletin:	This course provides a study of the political contexts in which educational leaders must operate. The course explores the roles of policy actors, institutions, ideologies, and competing interests, both internal and external to education institutions. The course places emphasis on the ways that race, class, and income factor into political decision making in education.		
j.	Prerequisites, if any: Graduate standing			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/> NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
<b>3.</b>	<b>Will this course be taught off campus?</b>			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4. Frequency of Course Offering.</b>			
a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
<b>5. Are facilities and personnel necessary for the proposed new course available?</b>			
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
<b>6. What enrollment (per section per semester) may reasonably be expected?</b>	12		
<b>7. Anticipated Student Demand.</b>			
a. Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, explain:	It is anticipated that the course will be of interest as an elective to masters and doctoral students in the College of Education, particularly for students with a major or program emphasis in education policy, school reform, or the politics of education.		
<b>8. Check the category most applicable to this course:</b>			
<input checked="" type="checkbox"/>	Traditional – Offered in Corresponding Departments at Universities Elsewhere		
<input type="checkbox"/>	Relatively New – Now Being Widely Established		
<input type="checkbox"/>	Not Yet Found in Many (or Any) Other Universities		
<b>9. Course Relationship to Program(s).</b>			
a. Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, name the proposed new program:	_____		
b. Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES <sup>5</sup> , list affected programs:	Doctor of Education (EdD) in Educational Leadership Studies		
<b>10. Information to be Placed on Syllabus.</b>			
a. Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
b. <input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: EDL 704

Proposal Contact Person Name: Dr. Wayne D. Lewis      Phone: 859/948-8516      Email: wayne.lewis@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	9/27/11	Lars Bjork / 7-2450 / lbjor1@uky.edu	
C&C	10/18/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
EPE	11/9/2011	Alan DeYoung / 7-3846 / ajdey@uky.edu	
College of Ed Faculty	11/15/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in delivery mode.  
All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

**Error! Hyperlink reference not valid.**

Course Number and Prefix: EDL 704	Date: September 27, 2011
Instructor Name: Dr. Wayne D. Lewis	Instructor Email: wayne.lewis@uky.edu

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This class will meet on campus seven times during the semester. For the on-line portion of the class, weekly postings of narrated modules will be accompanied by Discussion Boards and class meetings via Adobe Connect Pro to discuss assignments, progress and projects. They syllabus conforms with university standards.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>There are no differences in the course texts, required readings, course goals, or assessments. The hybrid format of the course actually requires a higher level of engagement from students on a weekly basis with the requirements of full participation by every student in the online learning community.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Scoring rubrics are used to ensure student progress is consistently monitored and apply to written assignments as well as discussion boards.</p>
4.	<p>Will offering this course via DL result in 25% or 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No. All EDL doctoral level courses are delivered in hybrid model.</p> <p>If yes, which program(s)? <i>EdD program in Educational Leadership Studies</i></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Assignments and expectations are the same for the hybrid courses; information and supports are provided via syllabus for accessing support in DL activities (e.g., BlackBoard Help Line)</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Information on course texts is posted in BlackBoard. Readings for the course are provided either via live link (web-based resources) or citations are provided for materials available in the education library.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>N/A</p>
<b>Student Services</b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)? All information on technical support is included in the syllabus</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
	<p>Does the syllabus contain all the required components, below? Yes</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input checked="" type="checkbox"/> The technological requirements for the course.</li> <li><input checked="" type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input checked="" type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input checked="" type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input checked="" type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input checked="" type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Dr. Wayne D. Lewis      Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

# **EDL 704: Politics of Educational Leadership**

**University of Kentucky College of Education**  
*Research and Reflection for Learning and Leading*

## **Course Syllabus** **Spring xxx**

Section xxx

Hybrid Course Delivery

Doctoral seminar consisting of independent reading and research,  
online discussion, and seven face-to-face class sessions

Saturdays, 8:30-11:30 AM

### Contact Information

Instructor:	Wayne D. Lewis, PhD
E-mail address:	wayne.lewis@uky.edu
Twitter Hashtag:	UKEDL704
Skype:	WayneDLewis
Website:	<a href="http://WayneDLewis.com">http://WayneDLewis.com</a>
Office phone:	(859) 257-2540
Cell phone:	(859) 948-8516
Physical office hours:	By appointment
Virtual office hours:	Monday 1:30PM-5:00PM
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department fax:	(859) 257-1015
Department Web site:	<a href="http://education.uky.edu/edl">http://education.uky.edu/edl</a>
Blackboard:	<a href="http://elearning.uky.edu">http://elearning.uky.edu</a>

### Course Description in UK Bulletin

EDL 704 is a study of the political contexts in which educational leaders must operate. The course explores the roles of policy actors, institutions, ideologies, and competing interests, both internal and external to education institutions.

### Expected Learning Outcomes and Corresponding Assessments

By the conclusion of this course students will have met the following learning outcomes as evidence by their successful completion of the corresponding assessment(s):

#### At the conclusion of EDL 704, students will be able to. . .

- Describe the educational policy-making process at the federal, state, local, and organizational levels;
- Discuss the roles of federal, state, and local governance structures in shaping educational policies and educational outcomes;
- Identify and discuss the roles of education policy actors within policy-making systems;
- Identify, research, and analyze a current local, state, or national-level education policy issue, and make research-based recommendations for policy change.

#### Evidenced through their. . .

- Participation in online discussion forum, participation in on-campus seminar discussions and activities, mid-term examination, final examination, Policy Change Proposal and Presentation
- Participation in online discussion forum, participation in on-campus seminar discussions and activities, mid-term examination, final examination, and Policy Change Proposal and Presentation
- Participation in online discussion forum, participation in on-campus seminar discussions and activities, mid-term examination, final examination, and Policy Change Proposal and Presentation
- Policy Change Proposal and Presentation

### Required Course Texts

Professional reading and reflection are fundamental requirements of this course. The books listed below are the major sources of course content and required reading. Additional required readings are listed on the course calendar. Students are expected to complete all reading assignments each week in order to engage actively in course discussions and assignments. The references at the end of the syllabus provide students with additional resources to support further study, enrichment and self-development on topics discussed in the course.

Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). (2008). *Handbook of education politics and policy*. New York, NY: Routledge.

Kirst, M. W., & Wirt, F. M. (2009). *The political dynamics of American education* (4<sup>th</sup> ed.). Richmond, CA: McCutchan Publishing Corporation.

Sabatier, P. A. (Ed.). (1999). *Theories of the policy process*. Boulder, CO: Westview Press.

### **Learning in Hybrid Course**

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor.

### **Distance Learning Considerations**

This course requires use of information technology. Students are expected to have regular access to a personal computer, **web camera**, and the Internet to complete learning activities and assignments. All online activities are to be completed within course Blackboard (<https://elearning.uky.edu/webapps/portal/frameset.jsp>) or other sites that support synchronous meetings (e.g., Adobe Connect Pro).

**Teaching and Academic Support Services.** Contact the UK Teaching and Academic Support Center for assistance via the Web (<http://www.uky.edu/TASC/>) or via telephone (859-257-8272).

**Procedures for Resolving Technological Problems.** Contact the UK Information Technology Customer Service Center via the Web (<http://uky.edu/UKIT>) or telephone (859-257-1300).

**Information on Distance Learning Library Services:** The UK Library provides support for distance-learning candidates via the Web ([www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)). You may also contact the DL Librarian, Carla Cantagallo, directly via electronic mail ([dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)) or telephone (859-257-0500 x 2171 or 800-828-0439).

**Document Delivery and Interlibrary Loan Services.** Contact the UK Library to request book not at UK via [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16).

**Candidates with a Documented Disability.** The UK Disability Resource Center (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) provides support for those needing accommodations. Contact Jacob Karnes, Jr., Associate Dean of Students and Director of the Disability Resource Center, via e-mail ([jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) or telephone (859-257-2754) if you have a documented disability that requires academic accommodations in this course. The Center will require current disability documentation. When accommodations are approved, the Center will provide me a letter that details the recommended accommodations for you.

**Maximum Timeframe for Responding to Candidate Communications.** Electronic mail addressed to [wayne.lewis@uky.edu](mailto:wayne.lewis@uky.edu) is the best method for communicating with me. I shall make every effort to respond to electronic mail messages within 48 hours excluding weekends or holidays or when the



automatic reply is an out-of-office message. In case of emergency, please call my cell phone (859-948-8516) or my office phone (859-257-2540).

### **Integration of Syllabus with UK College of Education Conceptual Framework**

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: **research**, **reflection**, **learning**, and **leading**. Throughout the semester students have opportunities to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-12 educators as they study, observe, and work in P-12 school and university classrooms. **Reflection** is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long **learning** as educators actively **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Commitment to Diversity**

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

### **UK Policies**

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course

withdrawal, incomplete grades, and acceptable standards of English. The instructor retains absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

**Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because the class meets only four times, attending each class sessions is essential. If students must miss a scheduled class meeting, they must notify me about the reason for the absence before it occurs. In the event of emergency absences (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, preferably through e-mail communication. **Additional assignments may be required for missed class meetings.**

**Canceled Class.** If a class meeting must be canceled due to bad weather or other unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid an unnecessary travel.

**Changes to Syllabus.** The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to [www.research.uky.edu/g/bulletin/bullinfo.shtml](http://www.research.uky.edu/g/bulletin/bullinfo.shtml) for more information about UK Policies.

### Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*.

**Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an “E” in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

**Late Submittals.** Assignment due dates and times are provided in the course calendar on pages eight and nine, as well as on the course website. Unless specified differently in the assignment guidelines, written assignments are to be turned in electronically. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

**Incomplete Grade.** Incomplete grades for this course will be issued only under extreme circumstances. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the calendar year. The contract must be submitted to me before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

### **Unbridled Learning Initiatives**

Course content and assignments provides opportunities for graduate students to advance their knowledge and mastery of the tools associated with Kentucky education reform (e.g., Kentucky Core Academic Standards, characteristics of highly effective learning and teaching, classroom assessments that assure learning, career and college readiness, school-performance accountability). As students engage in required clinical practice within P-12 schools, they will address one or more components of the Senate Bill 1 initiatives.

### **Course Requirements**

Unless specified otherwise, all assignments must be submitted to the instructor as an email attachment or posted to the online discussion forum on or before the due times and dates provided in the course calendar. Guidelines for all course assignments will be handed out in class and posted on the course webpage.

**Discussion Board Threads (30pts)** On the course blackboard site, students will be required to respond to discussion threads for each unit related to the course readings and class discussions. A scoring rubric for discussion forum activity is provided in the assignments section of the course Blackboard site.

**Discussion Leader (10pts)** Students will facilitate approximately 20 minutes of class discussion around assigned course readings. Students will sign up for a date to facilitate the discussion on the first day of class. A scoring rubric for this activity is provided in the assignments section of the Blackboard course site.

**Midterm Examination (In-class) (20pts)** Students will complete an essay-type, in-class midterm examination covering readings and course content from the first half of the semester.

**Policy Change Proposal & Presentation (20pts)** Students will write a 20-25 page research paper proposing a change in an existing policy. The policy may be a local, state, or federal policy. You may choose an early childhood, K-12, or adult/higher education policy. An assignment guide and scoring rubric for this assignment are provided in the assignments section of the Blackboard course site.

**Final Examination (Take-Home) (20pts)** Students will complete an essay-type, take-home final examination covering readings and course content from the second half of the semester. Final exams will be distributed electronically.

### Grading Scale

Course grades are based on a cumulative point total.

<b>Class Assignments/Requirements</b>	<b>Course Points</b>
1. Online Discussion Threads	30
2. Discussion Leader	10
3. Midterm Examination (In Class)	20
3. Policy Change Proposal & Presentation	20
5. Final Examination (Take Home)	20
<b>Total Points</b>	<b>100</b>

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate credit hours.

## Course Calendar

Unit	Session Number	Dates	Readings	Assignments Due
Unit 1: The Public Policy Process	1 (onsite)		Sabatier (1999): Introduction – chapter 7  Mintrom (1997): Policy Entrepreneurs ( <i>article</i> )	
	2 (online-Adobe Connect)			Discussion Threads
Unit 2: Perspectives on the Educational Political System	3 (onsite)		Kirst & Wirt (2009): chapters 1-2  Cooper et al. (2008): chapters 1, & 11	
	4 (online)			Discussion Threads
Unit 3: Federal Politics and the Judiciary	5 (onsite)		Kirst & Wirt (2009): chapters 11 & 12  Cooper et al. (2008): chapters 2, 7, 16, & 21	
	6 (online-Adobe Connect)		Opfer (2001): Beyond Self Interest ( <i>article</i> )  A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act: <a href="http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf">http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf</a>  DeBray-Pelot & McGuinn (2009):The New Politics of Education ( <i>article</i> )  Significance of Brown v. Board of Education: <a href="http://www.bing.com/videos/watch/video/significance-of-brown-v-board-of-education/6fk310u">http://www.bing.com/videos/watch/video/significance-of-brown-v-board-of-education/6fk310u</a>	Discussion Threads
Unit 4: State Politics	7 (onsite)		Kirst & Wirt (2009): chapters 9 & 10  Cooper et al. (2008): chapters 3, 4	
	8 (online)		Fusarelli (2002):Texas Charter Schools ( <i>article</i> )  Lewis (2010): Post-Punctuation Politics ( <i>article</i> )  Usdan (2002): The New State Politics of Education ( <i>article</i> )  Mazonni (1993):The Changing Politics ( <i>article</i> )	Discussion Threads
Unit 5: Local Politics	9 (onsite)		Kirst & Wirt (2009): chapters 3, 4, 5, & 6  Cooper et al. (2008): chapters 5, 6, 8, 10, 15, & 22	<b>In-Class Midterm Exam</b>

	10 (online)		Bjork & Lindle (2001): Superintendents ( <i>article</i> )	
	11 (online)		Optional Reading: Henig et al. (1999)	Discussion Threads
Unit 6: Micropolitics	12 (onsite)		Kirst & Wirt (2009): chapters 7 & 8	
	13 (online)		Willower (1991): Micropolitics ( <i>article</i> )	
	14 (online-Adobe Connect)		Bjork & Blasé (2009): Micropolitics ( <i>article</i> )	Discussion Threads
Presentations	15 (onsite)		Bjork & Gurley (2005): Superintendent as Educational Statesman ( <i>book chapter</i> )	Paper Due
Final Examination				Exam due by midnight

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