EDAD 671 --.05W/.06W
Governance of Educational Organizations
COURSE SYLLABUS: FALL 2012

Instructor:	Kriss Kemp-Graham, Assistant Professor
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Bolman, L. G. & Deal, T. E. (2008*). Reframing organizations: Artistry, choice, and leadership.* (4th ed.). San Francisco, CA: Jossey-Bass. ISBN #978-0-7879-8799-2.

Fowler, F. C. (2009). *Policy studies for educational leaders: An introduction*. (3rd ed.). Allyn & Bacon. ISBN-13: # 978-0-13-615727-4 or ISBN-10: #0-13-615727-0.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Course Description:

The doctoral student only seminar is designed to provide students with the opportunity to create and/or refine their understanding of educational governance. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to governance in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school governance. At the conclusion of the course, students should be able to utilize this understanding of educational governance and its issues in their formal and informal studies in the field of educational administration.

Student Learning Outcomes:

1. The learner will demonstrate an understanding of the ways in which economic, constitutional and political forces have guided the evolution of the organization of public education in the United States in the past, present and will impact the future.

2. The learner will demonstrate an understanding of the formal and informal roles of various constituencies including school administrators, site-based planning teams, local school boards and state education agencies, state legislatures, and court systems in governing American public education

3. The learner will demonstrate knowledge of current trends and issues like immigration, choice programs, charter schools, the growing education industry (i.e. textbook and testing), incentive reward funding systems and high stakes assessments etc., special interests groups, and the ways in which these movements shape public education.

4.The learner will demonstrate knowledge of the diverse typology of K-12 educational institutions including public schools, private religious schools private independent schools private boarding schools, charter schools (and privately managed public schools), magnet schools and alternative.

5. The learner will demonstrate an understanding of the key administrative roles and functions within an organization and the strategies which contribute to organizational efficiency and effectiveness.

6. The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic, and human frameworks as defined by Bolman and Deal as they apply to governance and policy development of public and private educational entities.

7. The learner will demonstrate a working knowledge of the organizational and administrative theory literature of public school education and explore ways to bridge theory into practice in various public school arenas.

8. The learner will be an active and engaged team member within the cohort learning community by analyzing, constructing/ creating, and evaluating information presented within the textbooks, external readings and resources.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case-studies, independent research, and the direct teaching model.

Assignments

Student Learning Outcomes: 1,2,3,6,8

Assessment Method: Assignments will take several forms including independent research and writings.

Discussions

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions and online. You must do more than complete assignments; you must demonstrate your regular reading of others'

responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions.

Student Learning Outcomes : 2,4,5,7

Assessment Method: Class participation will be determined by the professor. Each on line forum will be graded using the Discussion Forum Rubric.

Exams

Student Learning Outcomes: 1-8

Assessment Method: The examination will be comprised of essay questions.

Grading

Grades will be determined on a total point basis as follows:

Assignments (50%)	5 @ 10 points	50
Discussions (20%)	5 @ 4 points	20
Exams (30%)	2 @ 15 points	30

Final Grade will be determined as follows

90-100	A
80-89	B
70-79	C
Less than 70	D

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 671. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

TECHNOLOGY REQUIREMENTS

This is a web based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. Please post questions appropriate for the entire class to my eCollege Virtual Office; otherwise you may email me directly. *Please reserve the use of cell phone calls for emergencies. Please do not text me.* If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Examination Policy
Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy
Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the eCollege dropbox and saved as a .doc file unless specified otherwise.

Late Work
Late work will only be accepted with prior approval of the professor.

Incompletes
An incomplete will not be available for this course.

Graduate Online Course Attendance Policy
A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

University Specific Procedures:

Please see the *TAMU-C Graduate Catalog at http://catalog.tamu-commerce.acalog.com/index.php?catoid=9 and the Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. *(Texas A&M University-Commerce, Graduate Catalog, 2009-2010)*

Drop a Course
"A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page." Drops should be completed according to University procedure to avoid the posting of a failing grade.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

The course is divided into 7 weekly units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

Week 1	Policy, Power, Governance and Educational Organizations

Overview

This first week focuses on definitions of concepts and theories that we will be exploring in this course. You will be asked to read and reflect on the structure of educational organizations in their varied contexts in an attempt to explore the governance and policy implications. We will be "forging a new lens" using Bolman & Deal's Four Frames to understand how organizations are structured to deal with the political, economic, legal, moral/ethical, and social forces that impact their effectiveness.

Objectives

- Objective 1: The learner will demonstrate an understanding of the ways in which economic, constitutional and political forces have guided the evolution of the organization of public education in the United States in the past, present, and will impact the future through active participation in unit activities and discussion threads.
- Objective 2: The learner will demonstrate knowledge and understanding of the structural, political, symbolic, and human resource frameworks as they apply to governance and policy development of public and private entities by successfully participating in unit activities and discussion threads.
- Objective 3: The learner will be an active and engaged team member within this online cohort learning community by analyzing, constructing, creating, and evaluating information presented within the textbooks and class activities in order to contribute and add value to the class projects and products.

Activities & Assignments for this Week

First things first. . .

Please complete the eCollege Tutorial first (click on this hypertext link: .NExT Student Orientation Tutorial - eCourse.NExT).

Participate in the introductory activity by responding to the prompts in the Introductions tab in the Student Lounge (left side of your screen under Course Home).

Read and review the course syllabus.(syllabus tab on left side of screen)

WEEK I: All Class Activities, Quick Writes and Discussion Topics are due no later than Sunday, March 25, 2012.

READINGS for Week #1:

1. Read Introduction and Chapters 1 & 2 in Fowler Text.
2. Read Introduction and Chapters 1 & 2 in Bolman & Deal Text.
3. Review the associated Bolman PPTs located in docsharing for notes.

Week #1 Discussion Topics: See Discussion bar at left for details.

1. Discussion Thread #1 - Your definition of POWER and perception of power.
2. Discussion Thread #2 - Reframing - See Discussion Topics for specifics.

Assignment: Quick Writes:

Each individual Quick Write should be completed as a WORD document and uploaded to your QW Drop Box for this assignment. A Quick Write is to be done in 10 -15 minutes in one to two paragraphs not to exceed one page (12 pt, New Times Roman, 1.5 spacing).

Quick Write #1:
After reading Fowler's Chapter 1, reflect on the "Questions For Discussion" following on page 20 and submit your answer to question #2.

What major education policy initiative has your state government made during the past decade? How have these initiatives affected your school and your district?

Quick Write #2:
Select one of the three FOCUS QUESTIONS on the opening page of Chapter 1 - page one in the Fowler text.

Answer the FOCUS question you selected based on Fowler's descriptions and your observations and experiences. Give examples.

Grading of Reflections and Quick Writes are based upon the grading rubric found in docsharing.

REMINDER: If you have any questions about these assignments, please post them on the Virtual Office site so everyone can benefit from the instructor's response. If you have a question of a personal nature, please send it via email to me. I will try to respond to your inquires within 24 hours depending upon when you post the question and the circumstances of the day

Week 2	The Policy Environment and Organizational Structure

Overview

The second week's focus is to explore the policy environment in which our educational systems and organizations must contend (survive, thrive, or die) in order to accomplish its task of preparing productive citizenry in a democratic society. You will be asked to consider the impact of economics, demographics, political systems, culture and values, and various ideologies on the nature of educational policy formation and implementation. We will also be considering Bolman & Deal's Structural Frame and its relevance to the success of today's organizations in a post 9-11 world.

Objectives

- Objective 1: The learner will demonstrate an understanding of the ways in which economic, constitutional, and political forces have guided the evolution of the organization and structure of public education in the United States in the past, present and will impact the future by active participation in discussion threads.
- Objective 2 The learner will demonstrate knowledge of current trends and issues such as school security, immigration, choice programs, charter schools, the growing education commercial industry, incentive reward funding systems and high stakes assessments, special interests groups, and the ways in which these movements shape public education by active participation in weekly activities and discussion forums.
- Objective 3 The learner will be active and engaged member within this cohort leaning community by analyzing, constructing, creating, and evaluating information, as well as participating in discussion.

Activities & Assignments for this Week

WEEK 2: All Assignments, Activities, Quick Writes and Discussion Topics are due no later than Sunday, April 1st.

ASSIGNMENTS THIS WEEK:

READINGS:

1. Read **Chapters 3, 4, & 5** in Fowler Text.
2. Read **Chapters 3, 4, & 5** regarding the Structural Frame in Bolman & Deal.

DISCUSSION TOPICS: See Discussion bar at left for details and response expectations.

Complete these discussion threads using the Discussion Bar:

- **Discussion Thread #4 - Implications for public education policy based on US Census**
- **Discussion Thread #5 - The political culture in the State of Texas**
- **Discussion Thread #6 - New York City and its response to 9-11.**

QUICK WRITES:
Read and respond to the question posed in each quick write assignment below. Answer the question in a few well-developed sentences. Please no more than one page. See Quick-Write description in Syllabus.

Each Quick Write should be completed in a WORD document and saved in your dropbox. Please be sure to put your last name in the file name along with the Quick Write number. Example file name: "JonesQW#3"

Quick Write #3:
Using Fowler's Figure 4.4 presented in Chapter 4, page 98, describe and analyze your district's dominant political culture. "My district's dominant political culture can be described as . . "

Quick Write #4:
Using Fowler's Figure 3.7 presented in Chapter 3, page 75, describe your district's security policies post 9-11 from a cost perspective. Start with something like this -"By reading between the lines, the security policies and financial ramifications for my school district post 9-11,
can be described as . . .".

REMINDER: If you have any questions about these assignments, please post them on the Virtual Office site at anytime so everyone can benefit from the instructor's response. If you have a question of a personal nature, please send it via email to Dr. Kriss Kemp-Graham at k42566@verizon.net. . I will try to respond to your inquiries within 24 hours depending upon when you post the question and the circumstances of the day.

Week 2	The Policy Environment and Organizational Structure

Overview

The second week's focus is to explore the policy environment in which our educational systems and organizations must contend (survive, thrive, or die) in order to accomplish its task of preparing productive citizenry in a democratic society. You will be asked to consider the impact of economics, demographics, political systems, culture and values, and various ideologies on the nature of educational policy formation and implementation. We will also be considering Bolman & Deal's Structural Frame and its relevance to the success of today's organizations in a post 9-11 world.

Objectives

- Objective 1: The learner will demonstrate an understanding of the ways in which economic, constitutional, and political forces have guided the evolution of the organization and structure of public education in the United States in the past, present and will impact the future by active participation in discussion threads.
- Objective 2 The learner will demonstrate knowledge of current trends and issues such as school security, immigration, choice programs, charter schools, the growing education commercial industry, incentive reward funding systems and high stakes assessments, special interests groups, and the ways in which these movements shape public education by active participation in weekly activities and discussion forums.
- Objective 3 The learner will be active and engaged member within this cohort leaning community by analyzing, constructing, creating, and evaluating information, as well as participating in discussion.

Activities & Assignments for this Week

WEEK 2: All Assignments, Activities, Quick Writes and Discussion Topics are due no later than September 9, 2012.

ASSIGNMENTS THIS WEEK:

READINGS:

1. Read **Chapters 3, 4, & 5** in Fowler Text.
2. Read **Chapters 3, 4, & 5** regarding the Structural Frame in Bolman & Deal.

DISCUSSION TOPICS: See Discussion bar at left for details and response expectations.

Complete these discussion threads using the Discussion Bar:

- **Discussion Thread #4 - Implications for public education policy based on US Census**
- **Discussion Thread #5 - The political culture in the State of Texas**
- **Discussion Thread #6 - New York City and its response to 9-11.**

QUICK WRITES:
Read and respond to the question posed in each quick write assignment below. Answer the question in a few well-developed sentences. Please no more than one page. See Quick-Write description in Syllabus.

Each Quick Write should be completed in a WORD document and saved in your dropbox. Please be sure to put your last name in the file name along with the Quick Write number. Example file name: "JonesQW#3"

Quick Write #3:
Using Fowler's Figure 4.4 presented in Chapter 4, page 98, describe and analyze your district's dominant political culture. "My district's dominant political culture can be described as . . "

Quick Write #4:
Using Fowler's Figure 3.7 presented in Chapter 3, page 75, describe your district's security policies post 9-11 from a cost perspective. Start with something like this -"By reading between the lines, the security policies and financial ramifications for my school district post 9-11,
can be described as . . .".

REMINDER: If you have any questions about these assignments, please post them on the Virtual Office site at anytime so everyone can benefit from the instructor's response. If you have a question of a personal nature, please send it via email to Dr. Kriss Kemp-Graham at k42566@verizon.net. I will try to respond to your inquiries within 24 hours depending upon when you post the question and the circumstances of the day.

Week 4	Policy Analysis, Implementation and the Political Frame

Overview

After looking at public school board policy examples and evaluating them based on value-laden criteria, we will explore the many aspects of effective policy instruments and techniques of control as well as cost effectiveness strategies.

Objectives

- Objective 1: The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic, and human resource frameworks as defined by Bolman and Deal as they apply to public and private entities by successfully completing the Exam.

- Objective 2: The learner will demonstrate knowledge and understanding of current political trends, political contexts, and policy issues and the ways in which these realities shape public education policy by successfully completing the Mid Term Exam.

- Objective 3: The learner will be an active and engaged team member within this online cohort learning community by analyzing and evaluating contemporary issues provided by the professor.

Activities & Assignments for this Week

Readings:

1. Read Chapters 9,10,11 in Fowler Text
2. Chapters 9,10,11 regarding the Political Frame in Bolman & Deal.

Activities:
1. Review the PPTS provided for the Bolman & Deal Chapters.
2. Follow links to the Contemporary Policy Issues - read and study each. For those of you who like making comments on the Hot Topics issues; Post them in your Journal. I will consider extra points for final grade depending upon the quality of your reflections.
3. There are no discussion boards or assignments this week so you may prepare for your Exam.
4. Complete your Mid-Term Exam. The Exam tab will open on 9/19/12 and close on 9/23/12

Exam Information:
The Mid Term Exam is an Open Book/OpenResource Exam. You may access the Mid Term Exam on Thursday. You will download the exam to your computer as a .doc file. Read the directions carefully. Please respond making sure that you answer the questions fully. Since the questions are essay type, the writing rubric found in docsharing will assist you. You will create your response onto the downloaded document. You should sign the statement at the bottom of the page prior to uploading it into the *Week 4: Exam* basket in your DROP BOX.

Reminders:

- If you have any questions about these assignments, please post them on the Virtual Office site or email me.

Have a great week!

Module 5 - The Symbolic Frame

Overview:

This unit will cover the symbolic frame of viewing policy. We will also begin a small group project in which you will develop and instrument for analyzing policy and create a presentation of your findings.

Objectives:

1. The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic and human resource frameworks as defined by Bolman and Deal as they apply to public and private entities.
2. The learner will demonstrate knowledge and understanding of current political and governance trends, political contexts, and public educational policy issues as well as the ways in which these realities shape public education policy by contributing to the weekly discussion threads and unit activities.
3. The learner will be an active and engaged team member within this online cohort learning community by positively collaborating with peers and contributing value to the discussion threads, and the Policy Audit Group Project.

Activities and Resources:

1. Read Chapters 12, 13, and 14 in Bolman & Deal. This unit explores the symbolic frame.
2. View the videos, links and articles found in the lesson.
3. Make contact with your assigned group members and develop plans to complete Part I of your *Policy Audit.*

Assignments:

1. Working in your assigned groups, complete Part I of your *Policy Audit* and email to me per your instructions. The group project for the course will involve creating an instrument to evaluate local district policies, completing the analysis and preparing a short Powerpoint presentation for the class. See the *Policy Audit* tab for group assignments and instructions. Part I of the project is due at the end of Week 5 and the final project and presentation is due Week 7.
2. Participate in the *Discussion* Board topics found under the *Discussion Tab.*

Reminders:

- The Policy Audit is a big project but is divided into sections with guidance from your instructor. You have three weeks to complete the project but remember that Part I is due at the end of this module for review and suggestions.
- If you choose to comment on some of the Hot Topic issues in the lesson, be sure and post them in your Journal pages. I may offer extra credit for well substantial and referenced thoughts.
- Remember to post questions or email me if you need help.

Week 6: Educational Policy Analysis

Overview

This week we will begin to put together some of the things we have learned from Fowlers textbook related to theory and implementation of policy as well as use our Four Frames viewpoint to analyze policy. Your assignment this week involves writing about your own ideological standpoint. As your group project continues, you will take a critical look at existing policy, identify it into one of the categories identified in your text (see chapter 9) examine how its implemented (see chapter 10) and evaluate its effectiveness (chapter 11) using the rubric you have created. Part II of the Audit is due next week as well as the final PPT from each group that will be uploaded to DocSharing at the end of week 7.

Unit Outcomes

1. The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic and human resource frameworks as defined by Bolman and Deal as they apply to public and private entities.
2. The learner will demonstrate knowledge and understanding of his or her own ideological point of view through a self- analysis.
3. The learner will be an active and engaged team member within this online cohort learning community by positively collaborating with peers and contributing value to the Policy Audit Group Project.

Activities & Resources:

1. Read Chapter 12 in the Fowler text and Chapters 15-21 in Bolman and Deal.
2. Work through the videos and links in the *Lesson* tab.
3. Complete one assignment and discussion board activities.
4. Work on your group project *Policy Audit*.

Assignments:

1. Assignment: Ideological Self Analysis - see *Assignment* tab for details.
2. Participate in the *Discussion Board.*
3. Work on *Policy Audit* with your group members.

Final Exam Information:

Your Final Exam in Week 7 will consist of two parts - two essay questions that I will allow you to prepare for prior to the exam and 30 M/C and or T/F questions related to my Study Guide document found below. You should complete your essay answers prior to opening the test and then paste your response into the answer area upon opening the exam. The Study Guide outlines important items for you to know and understand from the Fowler text and is posted below and in DocSharing. I trust you have read and studied all the Fowler text by the end of week 6. Your study of the text using the study guide to make notes and review should prepare you well for the M/C -T/F portion of the test. You will be allowed to open the test for 1 hour (60 minutes) on Friday, October 12, 2012 at the end of Week 7 to complete the exam. You may enter the exam only once. Please ask me questions if you are not sure about preparation for the final exam.

Final Exam Essay Questions

Study Guide

Reminders:

- I expect you to refer to the theories, language and definitions found in Fowler while doing your assignment this week; working on your group project and completing your essay questions on the final exam.
- Reread Chapter 5 in Fowler to assist you with your assignment - ideological self-assessment.
- One Module left after this week! If you have questions please contact me. Have a great week!

Week 7
Overview

This week we will look at policy history and theory in the "big picture" of our contemporary policy environment.

Unit Outcomes

1. The student will investigate how education policy has changed in the United States over time.

2. The class will explore why the policy environment is so turbulent today.

3. We will investigate the impact of other forces on policy and what it means for practitioners.

Activities & Resources

1. Groups will complete project related to the policy audit and submit their report and PPT summary as outlined in the week 5 Policy Audit assignment.
2. Work through the reading and comments in the *Lesson* tab.
3. Much of this weeks' time is allotted for you to complete your policy audit and prepare for your midterm exam.

Assignments

- Prepare for Final Exam with the Study Guide and preparing essay question responses.
- Complete your final Policy Audit as assigned and submit to the Dropbox tab for your group.
- Complete your PPT presentation with any recommendations and post to the proper Group Tab in Doc Sharing.

Final Exam Information:

Your Final Exam this week will consist of two parts - two essay questions that I will allow you to prepare for prior to the exam and 30 M/C and or T/F questions related to my Study Guide document found below. You should complete your essay answers prior to opening the test and then paste your response into the answer area upon opening the exam. The Study Guide outlines important items for you to know and understand from the Fowler text and is posted below and in DocSharing. I trust you have read and studied all the Fowler text by the end of week 6. Your study of the text using the study guide to make notes and review should prepare you well for the M/C -T/F portion of the test. You will be allowed to open the test for 1 hour (60 minutes) on October 12, 2012 from 12:00 PM until 11:59 PM (end of Week 7) to complete the exam. You may enter the exam only once. Please ask me questions if you are not sure about preparation for the final exam.