

EDUC 3005  
Summer 2018

**POLICY AS A LEVER FOR CHANGE**

---

**Course instructors: Richard Correnti**

803 LRDC Building  
Tel: (412) 400-2656  
Email: [rcorrent@pitt.edu](mailto:rcorrent@pitt.edu)

**Linda DeAngelo**

WWPH 4318E  
Tel: (412) 648-7162  
Email: [deangelo@pitt.edu](mailto:deangelo@pitt.edu)

**Mary Kay Stein**

824 LRDC  
Tel: (412) 624-6971  
Email: [mkstein@pitt.edu](mailto:mkstein@pitt.edu)

**Class meetings:**

Face-to-Face-Four Saturdays: 8:00 am – 12:00 pm  
May 19  
June 2  
July 7  
July 28

**Location:**

Main Room: 1500 Posvar Hall (WWPH)

---

**Course Overview and Goals**

In this course we examine theoretical and methodological approaches to understanding policymaking and the processes by which policies are (and are not) translated into practice. Specific questions we address in this course include: How are “problems” framed to constituents and how does this influence policy implementation? How do educators “make sense” of policies in the context of their prior beliefs and experiences? What are the learning demands for individuals and organizations entailed by specific policies? All of these questions align with our goals for the course to help you, a) critique current and future policies influencing your place of practice, b) determine likely outcomes, especially as they relate to equity and social justice, resulting from policies as they are written, and c) implement or modify policies in your place of practice, as necessary, to achieve valued outcomes.

In order to effectively understand and evaluate policies we must establish some common understandings. In this course we consider policies broadly (i.e., both formal and informal) as “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions” (Merriam-Webster Dictionary: 2a). Therefore, we assume the following features of policies: 1) there is intention to act – this involves two separate components (a) intention and (b) action; 2) there is a problem being addressed – the problem motivates the intention to act; 3) there is a goal in mind which necessitates measuring outcomes aligned with that goal; 4) there is always either an explicit or implied theory of change – the theory of action helps transform abstract language into assumed causal pathways for how actions will produce outcomes; and 5) the study and critique of policy is the study of change. Policy analysis, therefore, is an informed argument of the likelihood that desired outcomes will be achieved given all of the “If → Then” propositions elucidated in the theory of change, as well as judgments about what we know about policy implementation from prior policy studies within and across disciplines.

Over the course we will delve into various problems policies typically face during implementation. For example, we find the social sciences, and education, in particular to provide interesting case studies for policy implementation because: 1) outcomes are often either vague, highly contested, or so abstract they are not easily measured; 2) different practitioners hold fundamentally different goals (e.g., what it means to have “learned” content in a discipline); 3) theories about change and, in particular, mechanisms for change are often ill-defined and not empirically verified; 4) when there are intense demands on practitioners – it is hard to anticipate how policies influence their decisions; and 5) the more difficult it is to measure outcomes, there is equal difficulty evaluating and improving upon policy implementation.

### Information about the Instructors

**Mary Kay Stein** I have a Ph.D. in Educational Psychology from the University of Pittsburgh. This is my 18th year as a member of the faculty in the SOE. I am a professor in the Learning Sciences and Policy program, a PhD program that prepares graduate students to become faculty members in research universities. I am also a Sr. Scientist at the Learning Research and Development Center (LRDC). Finally, I served for 12 years on the school board of Riverview School District.



My research focuses on mathematics teaching and learning in classrooms and the ways in which policy and organizational conditions shape teachers’ practice. Among other things, I have examined how curricula can serve as a learning tool for teachers in large-scale improvement efforts. During my career I have served as a principal or co-principal investigator of a number of grants from both public (the National Science Foundation, the Institute for Educational Sciences) and private (Spencer,

MacArthur) foundations. I have led a full-day workshop on state-focused reform efforts in STEM education sponsored by the National Research Council of the National Academy of Sciences in Washington DC. I have also given keynote addresses on the Common Core State Standards Mathematics to several national organizations and have been active internationally, most recently in chairing the Study Group on Research on Teaching and Classroom Practice for the upcoming International Congress on Mathematics Education-13 in Hamburg, Germany in 2016. In 2014, I was selected as a Fellow of the American Educational Research Association.

If you need to get in touch with me, e-mail is the best bet—mkstein@pitt.edu. I am very good about checking and responding to email several times a day. My office is 824 LRDC (which is located at 3939 O'Hara Street). However, I travel frequently, so it is best to email ahead of time to set up an appointment with me.

***Linda DeAngelo***



I am an associate professor of higher education in the Administrative and Policy Studies Department and Center for Urban Education faculty fellow. I earned my Ph.D. in Higher Education and Organizational Change from the University of California, Los Angeles (UCLA). Prior to joining the faculty at the University of Pittsburgh, I was the Assistant Director for Research at the Higher Education Research Institute (HERI) at UCLA, and prior to that I was a postdoctoral scholar at the Center for Educational Assessment, also at UCLA.

My scholarship focuses on stratification, equity, and diversity issues. I investigate how social inequalities are produced and manifested within higher education. In this work I examine the differential effect of institutions on students, pipeline and educational transitions, and outcomes for first-generation, low-income, and underrepresented students. My current scholarship focuses retention, degree completion and access to and engagement in faculty mentorship. My publications have appeared in the American Educational Research Journal, Research in Higher Education, the Journal of College Student Development, Innovative Higher Education, New Directions for Higher Education, and New Directions for Institutional Research, among others. I am a past editorial review board member for the Journal of the First-Year Experience and Students

in Transition, and am currently an editorial review board member for Teaching in Higher Education.

To schedule an appointment with me, please email me at [deangelo@pitt.edu](mailto:deangelo@pitt.edu). During the summer months I am usually on campus on Wednesday afternoons if you want to meet in person. You can also schedule a virtual appointment with me on Wednesday afternoons most weeks. My office is 4318E Posvar, and my Skype name is DeAngelo.Linda.

***Richard Correnti***



I have a Ph.D. in Educational Administration and Policy from the University of Michigan. This is my 8<sup>th</sup> year as a faculty member in the SOE at Pitt, where I am an Associate Professor in the Learning Sciences and Policy doctoral program. I am also a Research Scientist at LRDC. I have an educational background in Psychology (B.S) and in Human Resource Counseling (M.S.). Before coming to Pittsburgh, after completing my PhD, I worked for three years as a senior research associate for the *Study of Instructional Improvement (SII)*.

My research interests center on the measurement and determinants of instruction and on how to improve teacher practice at-scale. In prior work, as part of *SII*, I have examined causal models with quasi-experimental data in order to examine PD effects on teaching practice and how comprehensive school reform (CSR) models influenced teaching and learning in schools. I continue to think about the ways researchers can learn about the effect of professional development on teaching practice (e.g., Kisa and Correnti, 2014). Thus, one strand of my research focuses both on a) how researchers can understand the effectiveness of interventions (including professional development) on teaching practice and b) the corresponding implications for the design of professional learning opportunities for practitioners.

My current studies also examine whether and how we can identify teaching-learning associations to build a knowledge base of effective teaching practice. This includes thinking multi-dimensionally about how to study teaching as well thinking about multi-dimensional aspects of student learning. Thus, in both my prior and current work I have also focused on associations between teaching and learning and how researchers can begin to identify causal pathways from instruction to achievement.

If you need to get in touch with me, you can e-mail at [rcorrent@pitt.edu](mailto:rcorrent@pitt.edu). I am generally able to respond to email within 24 to 48 hours. My office is 803 LRDC (which is located at 3939 O'Hara Street) and I am happy to set up times to meet with you individually or in small groups.

## Course Policies

### Disability/Special Needs

If you require special circumstances to enable your participation in the course, please let us know as soon as possible. According to Pitt policy, if you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

### Attendance/Participation

Your active participation is necessary both for your own learning and that of others. Therefore, students are expected to attend all Saturday class sessions, arrive on time, and be prepared to participate in meaningful and respectful ways. This course meets only four times throughout the term and missing one of those sessions constitutes a significant portion of the time for face to face interaction with instructors and peers, and thus counts against points that you will receive for participation.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions to the attendance policy may be made for a **required work-related commitment, illness, or an emergency only. All other absences are not considered excused.** In excused cases, students are required to submit a one-page (single spaced) summary of the preceding week's common reading and one selected reading on or before the date of the missed class. In unexcused cases, the student will automatically lose 5 points; no make-up will be accepted.

**Video/Skype/Zoom:** The EdD program is currently piloting distance learning with students from the OSL ARCO using a video conference service to attend class. As a pilot test, these are the only students allowed to video conference into classes and other video conferences is not considered class attendance. If you cannot attend a class, you must follow the above attendance policy.

### Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity ([www.cfo.pitt.edu/policies/policy/02/02-03-02.html](http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html)).

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor.

### Sexual Harassment

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment, will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see the Web site: <https://www.cfo.pitt.edu/policies/policy/07/07-06-04.html>

### G-grades

Should any student anticipate being in a situation where he/she will be unable to complete the work required of this course, the student should make an appointment with his/her academic advisor and the course instructional team as soon as possible. Under certain circumstances (and only with approval from both the course instructor and academic advisor), the student may be granted a G-grade for the term. The student would then have an agreed-upon amount of time (not exceeding one academic year) to satisfactorily complete the work for the course. Upon receiving all work, the course instructor would evaluate the work and enter a permanent grade into the student's record.

### Late Submission of Assignments

Late assignments will be accepted without penalty only when the student has requested – in advance – an extension from the instructional team. Extensions must be requested at least 24 hours prior to the due date for an assignment. Any extension will include a new, agreed upon submission date. No assignments will be accepted after the extension deadline has passed. Note that late assignments will have lowest priority for grading and feedback.

### Required Materials

All materials are available in the course module or will be provided at the face-to-face Saturday meetings.

## Requirements and Grading

**Readings:** This is a course for doctoral students and so reading is a critical component of the course. For each week you are required to read a **common** reading(s) that the whole class reads and a reading(s) that you **select** from a set of offerings.

**Journals:** There will be 4 collective journal assignments built around the course readings. These journals are an opportunity engage with the readings and course content both individually and collectively. There are four steps to these collective journal assignments:

- **Write Journal:** Everyone will complete a journal entry and submit it to their learning community by the due date (1 page single space, 1 inch margin, 12 point font, Times New Roman). Individual Journal due dates listed below.
- **Synthesis and Analysis:** Two people from each learning community will synthesize and analyze the themes from the journal entries (1 page single space, 1 inch margin, 12 point font, Times New Roman).
- **Reflection and Analysis:** Everyone from the learning community will read the synthesis and clarify, reflect, and/or post additional questions they have on the content (Half page or less, 1 inch margin, 12 point font, Times New Roman)
- **Submit:** The synthesizers will be responsible for submitting each of the original journals, the synthesis and the reflections, in one document, to the instructional team by the due dates below:

		<b>Individual Journal Entries Due:</b>	<b>Submit synthesis and reflections:</b>
1	Identify a policy that influences your place of practice and analyze it through the lens of McDonnell & Elmore's typology of policy instruments. In other words, specify the instrument(s) that have been designed to put that policy into action and critique their capacity to carry out the policy, noting strengths and weaknesses, based on the discussion in McDonnell and Elmore.	Friday, June 8	Friday, June 15
2	Think about your experience as a practitioner. Has there ever been a reform effort or policy that has been largely revised during	Friday, June 22	Friday, June 29



	implementation by you or your colleagues? Using Weatherly and Lipsky (1970) identify and describe at least 1 barrier from W+L that was similar to an issue you or other local personnel faced as they were trying to implement a new policy?		
3	Use the new knowledge you have developed thus far in this class and return to the equity issue(s) in your place of practice that you identified for Class 1's mini-project. Refine your understanding of the role policy plays in creating and/or ameliorating inequities and justice.	Friday June 29	Friday, July 6
4	In the Huisman and Currie (2004) article the rise of external public political accountability is discussed. Huisman and Currie argue that the changing relationship between governments and colleges and universities has led to accountability and quality assurances measures (hard monitoring) taking hold in higher education to replace or augment traditional professional accountability (soft monitoring) mechanisms. These authors discuss how higher education leaders, faculty, and staff prefer soft monitoring and seem to respond to it better. Based on your experiences in your place of practice, and bringing in the readings from this class and other classes to support your argument, which kind of monitoring do you think is best positioned to address the challenges faced in your sector—hard or soft monitoring? How and for what should your sector be accountable? Why?	Friday, July 13	Friday, July 20



**Mini Projects:** During the weeks immediately preceding face-to-face sessions you will be assigned a mini-project. These projects require you to apply the readings to your own place of practice in a form that is easily shareable with your ARCO and/or Learning Community. These will provide fodder for discussion during the Saturday sessions in May, June and July.

**Assignments:** Please note that we only provide brief descriptions of the assignments here. Throughout the term, we will provide final versions of each assignment with additional written details to guide your work. The three assignments build on each other such that your final paper and poster will incorporate the thinking and writing you do in assignments 1 and 2.

#### **Assignment 1: Proposal Matrix DUE June 2**

Identify the policies at the federal, state, local, and/or organizational levels that have potential relevance for your place of practice. Complete the proposal matrix (to be distributed), which provides an overview of your current thinking about your problem of practice and a brief description of the policies you have identified that may influence and/or contribute to your problem of practice.

#### **Assignment 2: Paper Outline DUE July 15**

Fill in the paper outline template (to be distributed) providing an overview of the following for your final poster and paper:

- Place of practice
- Policy you will analyze for your final paper: a policy that influences your place of practice
- Theory of action / policy levers associated with your focal policy
- How the policy influences educators' work
- Known or expected policy implementation challenges
- Known or expected outcomes
- Known or expected equity and social justice issues

#### **Assignment 3: Poster (DUE July 28) and Paper (DUE August 5)**

- Prepare a "poster" for a poster session during the last class that presents your analysis of the policy and its potential relevance to your place of practice.
- Analyze what is known about this policy and its likely influence on your problem of practice drawing on core concepts from the course in a 10 to 12 double-spaced paper. The outline submitted for Assignment #2 should guide your analysis and writing.

### Final Grade

A letter grade will be assigned based on the following:

Assignment	Due Date	Percent of final grade
Assignment #1	June 2	10%
Assignment #2	July 15	30%
Assignment #3	July 28 (Poster) August 5 (Final Paper)	20%
Journal Work	Various	20% (5% each)
Saturday Participation (participate meaningfully in F2F sessions and turn in mini-projects)	May 19 June 2 July 7 July 28	20%
Total		100%

**General Questions:** Please use the Content Question function in the Courseweb space for general course questions. We will respond as quickly as possible and others will have access to our exchange(s) and may benefit from them.

Date	Readings, Prompts, and Projects
<b>Week 1</b>	<b>Topic: Equity Considerations in Policy</b>
<b>May 14</b>	<p><u>Common Reading(s):</u> Resnick, L.B., Stein, M.K., &amp; Coon, S.E. (2008). Standards-based reform: A powerful idea unmoored. In R. Kahlenberg (Ed.), <i>Improving on No Child Left Behind</i> (pp.103-138). New York: The Century Foundation.</p> <p><u>Reread from last term</u> Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 43(1), 39-81.</p> <p><u>Select One:</u> (K-12) Basile, V. &amp; Lopez E. (2015). And still I see no changes: Enduring views of students of color in science and mathematics education policy reports. <i>Science Education</i>, 99(3), 519-548.</p>

	<p>(HE) Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. <i>Educational Administration Quarterly</i>, 43(5), 586-611.</p> <p><b>Mini- Project 1:</b> While reading the articles for the week outlined above, consider the following prompt and write a short memo (approx. 500 words).</p> <p><b>Prompt for Mini-Project 1:</b> Identify an equity issue(s) in your place of practice and what role policy plays in creating and/or ameliorating inequities.</p> <p><b>Bring 9 copies of your memo with you.</b> One for each member of your LC and one that you will turn in to your instructional team.</p> <p><b>First face-to-face session (May 19)</b></p>
<p>Week 2</p> <p>May 21</p>	<p><b>Topic: What is Policy?</b></p> <p><u>Common Reading:</u> Torjman, S. (2005). <i>What is Policy?</i> Ottawa, Canada. Caledon Institute of Social Policy.</p> <p><u>Select One:</u> (K-12) Fowler, F.C. (2013). <i>Policy Studies for Educational Leaders</i>. Boston: Pearson. Chapter 1: Policy: What It Is and Where It Comes From.</p> <p>(HE) Hillman, N. W., Tandberg, D. A., &amp; Sponsler, B. A. (2015). Public Policy and Higher Education. <i>ASHE Higher Education Report</i>, 41(2), 1-20. And, St. John, E. P., Daun-Barnett, N. &amp; Moronski-Chapman, K. M. (2018). Public policy and higher education: Reframing strategies for preparation, access, and college success. Introduction.</p> <p>(Informal) Brisson, L., Eisenkraft, A., Flatow, I., Friedman, A., Kirsch, J., Macdonald, M., ... Witte, J. (2010). <i>Informal Science Education Policy: Issues and Opportunities. A CAISE Inquiry Group Report</i>. Washington, D.C.</p> <p>(Health) Woolf, S.H., &amp; Braveman, P. Where Health Disparities Begin: The Role of Social and Economic Determinants—And Why Current Policies May Make Matters Worse.</p>

<p><b>Week 3</b></p>	<p><b>Topic: Theory-of-Action</b></p>
<p><b>May 28</b></p>	<p><u>Common Reading(s):</u>  Tellings, Agnes (2011). Theories and research in the field of education: An indissoluble union (pp.9-14), in <i>The role of theory in education</i> (Norwegian Education Research Towards 2020). Retrieved from Research Council of Norway,  <a href="https://www.forskningsradet.no/servlet/Satellite?cid=1253979441594&amp;page_name=VedleggPointer&amp;target=_blank">https://www.forskningsradet.no/servlet/Satellite?cid=1253979441594&amp;page_name=VedleggPointer&amp;target=_blank</a></p> <p>Linked Learning. Theory of Action Handout. Retrieved from Linked Learning.org, <a href="http://www.linkedlearning.org/wp-content/.../02/PatriciaClark_DistrictSystemsSupport.pdf">www.linkedlearning.org/wp-content/.../02/PatriciaClark_DistrictSystemsSupport.pdf</a></p> <p><u>Select one:</u>  (K-12) Stecher, B., Hamilton, L. S., &amp; Gonzalez, G. (2003). <i>Working smarter to leave no child behind</i>. Rand Corporation.</p> <p>(HE) Tinto, V., &amp; Pusser, B. (2006). Moving from theory to action: Building a model of institutional action for student success. <i>National Postsecondary Education Cooperative</i>, 1-51.</p> <p><b>Mini-Project 2</b>  While reading the articles for the week outlined above, consider the following prompt and create a visual that maps a theory-of-action</p> <p><b>Prompt for Mini-Project</b>  Identify an external intervention or policy with which you have some familiarity. Drawing from last week’s readings, create a visual that maps it’s “theory of action.” Include no more than one page of explanation. You could use Microsoft Word, Powerpoint, or other tools but if you use something less standard, please save as a PDF.</p> <p><b>Bring 9 copies of your memo with you.</b> One for each member of your LC and one that you will turn in to your instructional team.</p> <p><b>Assignment #1:</b> Please describe your place of practice in 50 words or less, and then complete a matrix that is provided. Try to identify at least three (but more as necessary) policies at the local, state and/or national level that you suspect influence and/or contribute to your place of practice. Completing this matrix is intended to help you to select one policy to focus on and analyze for your final course paper and poster.</p> <p><b>Bring 6 copies of your memo with you.</b> One for each member of your ARCO group and one that you will turn in to your instructional team. You also need to upload a copy of assignment 1 to Courseweb.</p>

	<b>Second Face-to--Face Session (June 2)</b>
<b>WEEK 4 JUNE 4</b>	<p><b>Topic: Policy Levers</b></p> <p><u>Common Reading:</u> McDonnell, L.M., &amp; Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. <i>Educational evaluation and policy analysis</i>, 9(2), 133-152.</p> <p><u>Select One:</u> (K-12) Fowler, F.C. (2013). <i>Policy Studies for Educational Leaders</i>. Boston: Pearson. Chapter 9: Looking at Policies: Policies Instruments and Cost Effectiveness</p> <p>(HE) Ness, E.C., Mistretta, M.A. (2009). Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery beneficiaries. <i>The Review of Higher Education</i>, 32(4), 489-514.</p> <p>(Health) Deber, R. B. (2014). Thinking about Accountability, <i>Healthcare Policy</i>, 10.</p> <p><b><u>Journal Assignment 1</u></b> Identify a policy that influences your place of practice and analyze it through the lens of McDonnell &amp; Elmore’s typology of policy instruments. In other words, specify the instrument(s) that have been designed to put that policy into action and critique their capacity to carry out the policy, noting strengths and weaknesses, based on the discussion in McDonnell and Elmore.</p>
<b>Week 5  June 11</b>	<p><b>Topic: Introduction to Policy Implementation</b></p> <p><u>Common Reading(s):</u> McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. <i>Educational evaluation and policy analysis</i>, 9(2), 171-178.</p> <p>Lindblom, C. E. (1959) The science of “muddling through” <i>Public Administration Review</i>, 19(2), 79-88.</p> <p><u>Select One:</u> (K-12) Fowler, F. C. (2013). <i>Policy Studies for Educational Leaders</i>. Boston: Pearson. Chapter 10 Policy Implementation: Getting People to Carry Out a Policy.</p> <p>(HE) Felix, E. R. &amp; Castro, M. F. (2018). Planning as strategy for Improving Black and Latinx student equity: Lessons from Nine California Community Colleges. <i>Education Policy Analysis Achieves</i>, 26(56), 1-33.</p>

	<p>(Health) Harries, C. et al (2014). Moving from Policy to Implementation: A Methodology and Lessons Learned to Determine Eligibility for Healthy Food Financing Projects. <i>Journal of Public Health Management</i>.</p>
<p><b>Week 6</b></p> <p><b>June 18</b></p>	<p><b>Topic: Practitioners as Agents in Reform Policy Implementation</b></p> <p><u>Common Reading:</u>  Weatherly, R. A., &amp; Lipsky, M. (1970). Street-level bureaucrats and institutional innovation. Implementing special education reform. <i>Special education at the century's end: Evolution of theory and practice since</i>, 89-119.</p> <p><u>Select One:</u>  (K-12) Cohen, D. K. (1990). A revolution in one classroom: The case of Mrs. Oublier. <i>Educational evaluation and policy analysis</i>, 12(3), 311-329.</p> <p>(HE) Hurtado, S. (2015). The transformative paradigm: Principles and challenges. In A. M. Martinez-Aleman, Pusser, B., &amp; Bensimon, E. (Eds.), <i>Critical Approaches to the Study of Higher Education: An Introduction</i> (pp. 284-307), Baltimore, MD: John Hopkins Press.</p> <p>(Health) Gilson, L. (2016). Everyday politics and the leadership of health policy implementation. <i>Health Systems and Reform</i>, 2(3), 187-193.</p> <p><b><u>Journal Assignment 2</u></b>  Think about your experience as a practitioner. Has there ever been a reform effort or policy that has been largely revised during implementation by you or your colleagues? Using Weatherly and Lipsky (1970) identify and describe at least 1 barrier from W+L that was similar to an issue you or other local personnel faced as they were trying to implement a new policy?</p>
<p><b>Week 7</b></p> <p><b>June 25</b></p>	<p><b>Topic: Examining Differential Practices and Outcomes of Policies</b></p> <p><u>Common Reading:</u>  Stromquist, N. P. (2010). Knowledge capital and excellence: Implication of a science-centered university for gender equity. In E. J. Allan, S. V. D, Iverson, &amp; R. Ropers-Huilman (Eds). <i>Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives</i>, (p.p. 215-234), New York: Routledge.</p> <p><u>Select One:</u>  (K-12) Nunnery, J. (1998). Reform ideology and the locus of development problem in educational restructuring. <i>Education and Urban Society</i>, 30(3), 277-295.</p>

	<p>(K-12) Roegman, R., &amp; Allen, D., &amp; Hatch, T. (2017). The elusiveness of equity: Evolution of instructional rounds in a superintendents' network. <i>American Journal of Education</i>, 124(1), 127-159.</p> <p>(HE) Teranishi R. T. &amp; Bezbatchenko A. W. (2015). A critical examination of the college completion agenda: Advancing equity in higher education In A. M. Martinez-Aleman, Pusser, B., &amp; Bensimon, E. (Eds.), <i>Critical Approaches to the Study of Higher Education: An Introduction</i> (pp. 241-256), Baltimore, MD: John Hopkins Press.</p> <p>(Health) Vest, J. R., &amp; Kash, B. A. (2016). Differing Strategies to Meet Information-Sharing Needs: Publicly Supported Community Health Information Exchanges Versus Health Systems' Enterprise Health Information Exchanges. <i>The Milbank Quarterly</i>, 94(1), 77-108.</p> <p>(Informal) Dawson, E. (2014). Equity in informal science education: developing an access and equity framework for science museums and science centres. <i>Studies in Science Education</i>, 50(2), 209-247</p> <p><b><u>Journal Assignment 3</u></b>  Use the new knowledge you have developed thus far in this class and return to the equity issue(s) in your place of practice that you identified for Class 1's mini-project. Refine your understanding of the role policy plays in creating and/or ameliorating inequities and justice.</p>
<b>Week 8</b>  <b>July 2</b>	<p><b>Topic: Building Organizational Capacity – Meeting the Demands of Policy</b></p> <p><u>Common Reading(s):</u>  Beaver, J. K., &amp; Weinbaum, E. H. (2012). Measuring school capacity, maximizing school improvement. <i>CPRE Policy Briefs RB</i>, 53.</p> <p>Lane, J. E. (2012) Agency theory in higher education organizations. In M. Bastedo (Ed.), <i>The Organization of Higher Education: Managing Colleges for a New Era</i> (pp. 278-303), Baltimore, MD: John Hopkins Press.</p> <p><u>Select One:</u>  (K-12) Honig, M. I., &amp; Hatch, T. C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. <i>Educational Researcher</i>, 33(8), 16-30.</p> <p>(HE) Merisotis, J. P. &amp; Phipps R. A. (2000). Remedial Education in Colleges and Universities: What is really going on? <i>The Review of Higher Education</i>, 24(1), 67-85.</p>



	<p>(Informal) Mahoney, J., &amp; Zigler, E. (2006). Translating science to policy under the No Child Left Behind Act of 2001; Lessons from the national evaluation of the 21<sup>st</sup>-Century Community Learning Centers. 282-294.</p> <p><b>Third Face-to-Face Session July 7</b></p> <p><b>Mini-Project</b></p> <p>Beaver and Weinbaum's policy brief lays out a definition of organizational capacity that includes four key components:</p> <ul style="list-style-type: none"> <li>• Human capital</li> <li>• Social capital</li> <li>• Program coherence</li> <li>• Resources</li> </ul> <p>While they use these components to analyze the capacity of schools to improve teaching and learning, we believe these four dimensions of capacity can be used to analyze the capacity of any educational organization (K-12, higher education, early childhood, informal learning organizations, etc.).</p> <p>For this mini-project, consider a policy implementation or program improvement effort that your organization is currently engaged in. Analyze your organization's capacity to improve in the way intended by the program and policy through the lens of Beaver and Weinbaum's four component capacity model.</p> <p>Write up a short summary (bullets are fine) that covers the above elements and identify adaptive challenges which may be creating barriers to the change. <b>Bring 9 copies with you.</b> One for each member of your LC and one that you will turn in to your instructional team.</p>
<p><b>Week 9</b></p> <p><b>July 9</b></p>	<p><b>Topic: Building Organizational Capacity –Accountability</b></p> <p><u>Common Reading:</u> Huisman J. &amp; Currie, J. (2004) Accountability in higher education: Bridge over troubled waters. <i>Higher Education</i>, 48(4), 529-551.</p> <p><u>Select One:</u> (K-12) Abelmann, C., Elmore, R., Even, J., Kenyon, S., &amp; Marshall, J. (1999) When Accountability Knocks, Will Anyone Answer? Philadelphia, PA: Consortium for Policy Research.</p> <p>(HE) Martinez, M. C., &amp; Nilson, M. (2006). Assessing the connection between higher education policy and performance. <i>Educational Policy</i>, 20(2), 299-322).</p> <p>(Health) Gamm, L. D. (1996). Dimensions of accountability for not-for-profit hospitals and health systems. <i>Health Care Management Review</i>, 21(2), 74-86.</p>

	<p>(Informal) Matterson, C., &amp; Holman, J. (2012). <i>Informal science learning review: Reflections from the Wellcome Trust</i>. Wellcome Trust.</p> <p><b><u>Journal Assignment 4</u></b></p> <p>In the Huisman and Currie (2004) article the rise of external public political accountability is discussed. Huisman and Currie argue that the changing relationship between governments and colleges and universities has led to accountability and quality assurances measures (hard monitoring) taking hold in higher education to replace or augment traditional professional accountability (soft monitoring) mechanisms. These authors discuss how higher education leaders, faculty, and staff prefer soft monitoring and seem to respond to it better. Based on your experiences in your place of practice, and bringing in the readings from this class and other classes to support your argument, which kind of monitoring do you think is best positioned to address the challenges faced in your sector—hard or soft monitoring? How and for what should your sector be accountable? Why?</p>
<p><b>Week 10</b></p> <p><b>July 16</b></p>	<p><b>Topic: How Leaders Strategically Manage Policies</b></p> <p><u>Common Reading(s):</u></p> <p>Spicer, A., Alversson M., &amp; Karreman, D. (2009). Critical performativity: The unfinished business of critical management studies. <i>Human Relations</i>, 62(4), 537-560.</p> <p>Ospina, S., &amp; Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and collective dimensions of leadership. <i>The Leadership Quarterly</i>, 20, 876-896.</p> <p><u>Select One:</u></p> <p>(K-12) Allen, D., &amp; Roegman, R., and Hatch, T. (2016). Investigating discourses for administrators' learning within instructional rounds. <i>Educational Management Administration and Leadership</i>, 44(5), 837-852.</p> <p>(HE) Farris, D. (2018). Organizational citizenship behavior in university administrative committees. <i>Journal of Higher Education Policy and Management</i>. Online First DOI: <a href="https://doi.org/10.1080/1360080X.2018.1462438">https://doi.org/10.1080/1360080X.2018.1462438</a></p> <p>(Health) Chinitz, D. P., &amp; Rodwin, V. G. (2014). On Health Policy and Management (HPAM): mind the theory-policy-practice gap. <i>International journal of health policy and management</i>, 3(7), 361.</p>

<p><b>Week 11</b></p> <p><b>July 23</b></p>	<p><b>Topic: Morals, Ethics, and Other Issues in Policy</b></p> <p><u>Common Reading:</u> Perry, A. M. (2006) Toward a theoretical framework for membership: The case of undocumented immigrants and financial aid for postsecondary education. <i>The Review of Higher Education</i>, 30(1), 21-40.</p> <p><u>Select One:</u> (K-12) Fowler, F.C. (2013). <i>Policy Studies for Educational Leaders</i>. Boston: Pearson. Chapter: Policy: Power and Education Policy.</p> <p>(HE) Hoffman, J. E., Iverson, S. V., Allan, E. J., &amp; Ropers-Huilman, R. (2010). Title IX Policy and Intercollegiate Athletics. In E. J. Allan, S. V. D, Iverson, &amp; R. Ropers-Huilman (Eds). <i>Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives</i>, (p.p. 129-146), New York: Routledge.</p> <p>(Informal) Akiva, T., Carey, R. L., Cross, A. B., Delale-O'Connor, L., &amp; Brown, M. R. (2017). Reasons youth engage in activism programs: Social justice or sanctuary?. <i>Journal of Applied Developmental Psychology</i>, 53, 20-30.</p> <p><u>Bonus Reading (optional):</u> Anderson, et al. (2015) The new stratification: Differentiating opportunities by Race and Class at Community Colleges in the United States. In A. M. Martinez-Aleman, Pusser, B., &amp; Bensimon, E. (Eds.), <i>Critical Approaches to the Study of Higher Education: An Introduction</i>, Baltimore, MD: John Hopkins Press.</p>
<p><b>Week 12</b></p> <p><b>July 30</b></p>	<p><b>Final Posters Due July 28<sup>th</sup></b></p> <p><b>Fourth Face-to-Face Meeting July 28</b></p>
<p><b>August 5</b></p>	<p><b>Final Papers Due</b></p>