



EDUCATION 817
Policy Processes
 (Enroll # 7226)

Summer Semester 2009	Instructor:	Dr. Michelle Pidgeon
Meeting Dates:	Office:	15-750 (Surrey Campus)
May 1-2; 15-16 June 12-13; 26-27 July 3	Telephone:	778.782.8609
Times:	Email:	michelle_pidgeon@sfu.ca
Friday 5:00-9:00pm Saturday 9:00-5:00pm	Office Hours:	By appointment
Location:		
SFU Burnaby		
Room:		
EDB 8651		

COURSE RATIONALE

Educational policy impacts every aspect of at the school, district, and provincial levels. The purpose of this course is to critically explore the relationship between policy theory and practice in the context of education. Therefore, the goals of this course will be three-fold: knowledge acquisition, self-reflection, and application to practice. As educational leaders, we lead through our pedagogy and praxis in and outside the school. Consequently, this course will explore how we, as leaders, support and engage policy in our practice in our classrooms, schools, districts, and province.

In taking a critical policy approach, we will examine current policies and their implications to our practice as educational leaders. We will explore how various policy actors interact to collaborate, contest, and negotiate policy in educational settings. The course draws on current policy research to look at the complex ethical issues associated with policy making.

CALENDAR DESCRIPTION

This course examines three interrelated aspects of policy studies as a critical function of the educational leadership role: conceptual and theoretical foundations concerning policy, policy actors and policy processes; current research in the field; and topical issues and problems. It also considers social, economic and political contexts (e.g. technologization, corporatization, pluralism) and how they affect education.

GOALS AND LEARNING OUTCOMES

Knowledge:

- a) Develop your understanding of various historical and emerging tenants of policy theory, analysis, and design
- b) Gain an appreciation for and insight into the concepts of educational policy
- c) Understand the principles of critical policy analysis

Self-reflection:

- a) To develop an awareness of your understanding of policy processes.
- b) To share and contrast your perspectives on educational policy with colleagues through discussion, assessment, and case studies.
- c) To reflect on areas of strengths and weaknesses of policy theories in relation to your own practice and context

Application to practice:

- a) To construct a useful set of understandings of policy processes designed to assist you in confronting complex issues as educators and administrators in your own field of practice.
- b) To develop and improve your ability to critically engage with policy from design to implementation in the context of organizational challenges and change.

REQUIRED TEXTS

Anderson, G.L, Herr, K., Nihlen, A.S. (2007). *Studying Your Own School: An Educator's Guide to Practitioner Action Research* (2nd Edition). Thousand Oaks, CA: Corwin Press. (ISBN: 9781412940337)

Clark, J. A. (2007). *A guide to school legislation in British Columbia* (5th Edition). Vancouver, BC: British Columbia School Trustees Association (BCSTA) (ISBN: 9781551790534)

The required course reading list will be provided the first class.

Assigned readings will be accessible online via the SFU library or distributed ahead of time in class or via WebCT.

RECOMMENDED TEXTS

Sabatier, P.A (2007). *Theories of the Policy Process*, 2nd Edition. Boulder, CO: Westview Press. (ISBN: 9780813343594)

Salkind, N.J. (2004). *Statistics for People Who (Think They) Hate Statistics*, 3rd Edition. Thousand Oaks, CA: Sage Publications. (ISBN: 9781412951500)

GRADING

Graduate General Regulations 1.5.1 Normal Grading System:

A+ = 4.33 points

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

(Normally, graduate students must maintain a cumulative GPA of 3.0)

In class participation 20%

WebCT Policy Discussions 20%

Policy Analysis 15%

Team Policy Project & Presentation 30%

Action Research Proposal 15%

** Incompletes will be given only under extraordinary circumstances that are beyond the student's control and may result in a lower grade.

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>