

# **EDLD 656: Policy, Governance and Community**

## **School of Education and Leadership**

5 Credits

Effective Date: 4/1/2022

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Faculty Information* in the online course menu.

## **Course Description**

This course prepares candidates to lead 21st century school systems in the areas of policy, governance, and community. School system executive leadership includes ethical and effective communication and mobilization of stakeholders. Policy formation is often contentious. Therefore, the realities of these dynamics are analyzed individually as well as collectively.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community capacity and resources
- Act with integrity, fairness, and in an ethical manner
- Lead policy development, implementation, and enhancing district governance
- Develop and refine a Theory of Action

## Core Concepts, Knowledge, and Skills

- Consensus Building and Conflict Management
- District Culture and Climate
- Policy and Governance
- Political and Community Leadership
- Systems Change and Improvement
- Transformational Leadership
- Visionary and Strategic Leadership

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric

for each assignment prior to completing their work in order to understand how it will be assessed.

## **Course Assignments and Grading**

CityU's Standard Graduate Rubric Scale

|            |                           |                |                      |                |                  |
|------------|---------------------------|----------------|----------------------|----------------|------------------|
| % of Grade | Graduate Percentage Scale | 0.00 - 68.74%  | 68.75 - 86.24%       | 86.25 - 93.74% | 93.75 - 100%     |
|            | Graduate Scaled Score     | 0.0 - 1.5      | 1.6 - 2.9            | 3.0 - 3.5      | 3.6 - 4.0        |
|            |                           | Below Standard | Approaching Standard | At Standard    | Exceeds Standard |

### **Case Study Analyses (10% of Final Grade)**

Candidates read, analyze, and prepare briefs on case studies that highlight issues of integrity, fairness, and ethical leadership behavior. The briefs respond to the issues presented using an analytic framework described by the instructor. Each brief will be a maximum of three pages in length using APA format. Briefs will be presented in class for debate and discussion.

| <b>Components</b>   | <b>% of Grade</b> |
|---|-------------------|
| Presentation and discussion   | 20%               |
| Requirements of the assignment: -read -analyze -<br>prepare briefs -issues -length -APA | 20%               |
| Written Briefs  | 60%               |
| <b>TOTAL</b>  | <b>100%</b>       |

### **Plan for Community Capacity Building (20% of Final Grade)**

The school community is broadly defined as all constituencies which have an impact on the ultimate goal of schooling. Community and parental support are essential to helping students attain success at the highest levels of which they are capable. Strong community support can lead to acquisition and sharing of resources in a two-way synergy between districts and their environments. Developing deep partnerships can often lead to capacity building on the part of the district. This assignment has two parts: 1) written plan, and 2) presentation. The written plan is the submittal of a 3-4 page proposal detailing a plan for developing and implementing a community capacity building initiative. The proposal will be word -processed using APA style. The presentation will be to a school board. The purpose of the presentation will be to present your plan for marshaling all available resources to develop home-school-community partnerships or linkages which will have direct and indirect impacts on student learning. The presentation includes handouts for the audience and should not exceed 5-7 minutes. Reference citations should include references to three to five research reports, journal articles, interviews, and/or resources.

| <b>Components</b>           | <b>% of Grade</b> |
|-----------------------------|-------------------|
| Content                     | 25%               |
| Analysis                    | 25%               |
| Organization                | 20%               |
| Requirements                | 10%               |
| Writing Mechanics           | 10%               |
| "School board" presentation | 10%               |
| <b>TOTAL</b>                | <b>100%</b>       |

### **Policy Analysis and Implementation (30% of Final Grade)**

Policies serve as a guide for how a district addresses the operation of the enterprise. Most superintendents, district lawyers and boards view the policy manual as a protective talisman designed to ward off all manner of evil spirits. There are other differing views of policy governance. Nevertheless, as superintendent, you will have major responsibility for analyzing issues and situations and proposing policies for school board consideration and adoption. In addition, you will need to review existing policies and procedures and make recommendations for their dismissal or updating. In this assignment, you will be responsible for identifying an important issue for which a new policy has been requested by the school board. Design, develop and present an informational packet for the school board consideration and adoption. This packet will include the following: a policy and procedures, a detailed analysis of the background and the need for the policy, and an implementation plan which incorporates findings from the literature on why policies often are not implemented as the policy framers intended. The implementation plan makes recommendations on steps that ensure the policy is carried out as intended. The informational packet should not exceed 6-7 pages. Follow the style for writing policy and regulations in use in your district. Present your findings to a "school board."

| <b>Components</b>  | <b>% of Grade</b> |
|--|-------------------|
| Content  | 30%               |
| Analysis   | 20%               |
| References   | 10%               |
| "School board" presentation  | 10%               |
| Requirements of the assignment -identify issue -develop policy and procedures -prepare implementation plan - use "district style" for written policies | 30%               |
| <b>TOTAL</b>   | <b>100%</b>       |

### **Theory of Action (40% of Final Grade)**

Course participants are responsible for continuing to develop and refine their Theory of Action framework. The framework includes belief statements about the education system, the elements of their theory as it applies to the production of enhanced student learning and rationale for each of the elements in the framework. In addition to the written work, class participants will present their work to the cohort. A complete Theory of Action is a key culminating activity for the Executive Leadership program. This assignment is intended to

prepare candidates Theory of Action for presentation at the culminating summer seminar.

| <b>Components</b>  | <b>% of Grade</b> |
|--|-------------------|
| Content  | 30%               |
| Key Topic Support  | 20%               |
| Analysis   | 30%               |
| Requirements of the assignment: - Belief statements - Theory of student achievement - Conceptual framework | 20%               |
| <b>TOTAL</b>   | <b>100%</b>       |

## **Course Policies**

### **Late Assignments**

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

### **Participation**

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to

the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for

understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a user name and password.