

**EdD 602 – POLICY AND PRACTICE FOR EDUCATION LEADERS I**

**DOCTORAL PROGRAM IN EDUCATION LEADERSHIP**

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**

**Fall 2008**

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Class Location: ARC 1008  
Oct. 31 (Fri.) 5:30 to 9:30 p.m.  
Nov. 1 (Sat.) 8:00 a.m. to 5:00 p.m.  
Nov. 14 (Fri.) 5:30 to 9:30 p.m.  
Nov. 22 (Sat.) 8:00 a.m. to 5 p.m.  
Dec. 5 (Fri.) 5:30 to 9:30 p.m.  
Dec. 6 (Sat) 8:00 a.m. to 5 p.m.

Office: Room 3037 Tahoe Hall

Office Phone: (916) 278-6304

Office Hours: Wed. 3:30 to 5:30 and by appt.

Required Texts:

(1) *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Eugene Bardach, Second Edition, CQ Press; purchase at [Amazon.Com](http://Amazon.Com) (click the previous link to purchase there).

(2) *Writing Literature Reviews*, Jose L. Galvan, 3<sup>rd</sup> Edition, Prczak Publishing, 2006; purchase at [Amazon.com](http://Amazon.com) (click the previous link to purchase there).

(3) *Analyzing Policy*, Michael Munger, Norton Publishing, 2000, purchase at [Amazon.com](http://Amazon.com) (click the previous link to purchase there).

*I encourage you to buy the used version to save money. I have also asked the Sac State Bookstore to stock these titles. If you wish to purchase there, please call for availability. However, be aware that you should get all books ASAP and begin reading ahead.*

There are also supplemental readings assigned throughout the semester. These are in the schedule below. Copies of these readings are either available directly from the Internet (an electronic link is provided below) or at the library's reserve room. (I apologize for the need for you to copy documents from the reserve room, but I have done this in order to save you the expense of having to buy entire books.)

### SacCT:

This course requires that you have access to the World Wide Web and SacCT. (I will show how to use SacCT in first class. If you do not have an account at home or work that allows this, you can get one through CSUS. On SacCT I will e-mail an outline of material covered in each meeting and the discussion questions you are responsible for. These will be available three days before the class meets. Submit your answer to discussion question answers in paper form by the end of class. Your grades will be accessible through SacCT. SacCT also allows e-mails to fellow students and chat rooms participation with them. Access it at <https://online.csus.edu/webct/entryPageIns.dowebct>

### Course Objectives:

National, state, and local policy have increasingly focused attention on improving the educational attainment of the populace. Educational leaders must be more skillful in understanding and analyzing the impact policymakers have on school systems and must become effective implementers of educational policy.

This course develops in students the skills for informed analysis of policy in a K-12 or community college setting. In addition to studying the economic, administrative, and political perspectives pertaining to educational policy and reform, students will investigate the past and proposed future delivery of K-12 and community college education in California.

### Learning Objectives:

At the end of EdD 602, a student that attends all meetings will be able to:

1. Explain the theories of public and private benefits of education
2. Explain and evaluate the roles in policy making for education in view of theories of governmental intervention in society.
3. Identify the major policy issues affecting public K-12 and community college education in California; develop and defend positions on them using a clear theoretical framework.
4. Explain institutional education policy characteristics unique to California.
5. Analyze and explain the key issues of equity, efficiency, and political acceptability in relation to policymaking.
6. Analyze proposed legislation affecting California education.
7. Communicate effectively in writing and in person in a public policy environment.

### Method:

To measure your attendance, and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum answer to discussion question(s) provided to you the week before a meeting occurs. Each person will be responsible for one discussion question for every four-hour session. I may ask students to do different discussion questions based upon a number assigned by e-mail before the first day of class.

You can only turn in discussion questions on the day of the meeting you attend. I will look them over and return them to you by the next class meeting with either a check minus, check, or check plus assigned based upon not just a “right or wrong” answer, but the writing style (grammar, punctuation, organization, etc.), thought, effort, and thoroughness that we judge you put into your answer. I will assign a plus if both information and writing well done. I will assign a check if there is weakness in either the information or writing. I will assign a minus if there is weakness in both. **Your overall grade on these discussion questions is based on the highest seven assigned grades (out of a possible nine) you can receive. One of these write ups is due at first meeting.** Please feel free to turn in the full nine requested. **I will only count your best seven grades**, but I **will not accept late or early submissions**. Your final grade in this course depends on overall grade assigned to these discussion questions, a “CAM” analysis, and a literature review on a policy topic of your choice.

If concepts or ideas covered in a class session that you do not understand, it is important to your overall success in the course that you get these misunderstandings resolved before the next time we meet. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in office hours, sending an e-mail question to address listed above (please do not send through SacCT because I check less often), or phoning me at the number listed above. My promise to you is that if I am not in the office, I will respond to your Monday through Thursday e-mail or call within 24 hours.

Questions, comments, and discussion about material assigned for a class are always encouraged during that class. Other questions answered in the manner discussed above. Office hours are also for a suggestion on how I teach, a general discussion of K-12 or community college education policy, the Doctorate in Educational Leadership Program at Sacramento State, or your career plans. As part of your consideration on your course participation grade and to write your literature review, please plan on stopping by to visit me at least once during office hours. If this is not possible, we can chat during a class break.

The course consists of nine, four-hour course meetings. Three of these meetings are in the form of single sections that meet on Friday October 31, November 14, and December 5. Six of these meetings are in the form of double sections that meet on Saturday November 1, November 22, and December 6.

The structure of the four-hour course meetings are in two parts. For the part of class, you break up into assigned groups and discuss the answers to the discussion question(s) that applies to the first half of the class. Amongst your group, I will also ask you to come up with two additional topics covered in the assigned readings not covered in the discussion questions. Appoint two people to be the spokespeople on these issues for later in class. After about 30 minutes, we will reconvene as a class and discuss the answers to the discussion questions amongst us all. After a short break, we will come back and cover additional material. In the coverage of this additional material, you should raise the additional topics brought up in your groups.

#### Grades:

The average grade assigned your discussion questions account for 30 percent of your final course grade. Your CAM analysis is weighted at 30 percent and your literature

review is weighted at 30 percent. The remaining 10 percent of your grade is based on classroom participation.

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Schedule:

**All meetings held in ARC 1008.**

This class meets for six dates throughout the semester (October 31, November 1, November 14; November 22, December 5, and December 6). Below is information on the readings for each week. Discussion questions for each date are assigned at least a week before a meeting through a SacCT e-mail to you.

**Meeting 1, October 31, 2008; 5:30 - 9:30 p.m.**

- (1) Introductions
- (2) Review WebCT
- (3) Student Discussion on Assigned Questions
- (4) Group Discussion on New Material:

Munger, *Analyzing Policy*, Chapter 1, "Policy Analysis as a Profession and a Process,"

Bardach, *A Practical Guide for Policy Analysis*, Part 1, "The Eightfold Path,"

Wassmer, et al., *An Analysis of Subsidies and Other Options to Expand the Productive End Use of Scrap Tires in California*, (available at <http://www.ciwmb.ca.gov/Publications/Tires/62002006.pdf> ).

- (5) Questions on Additional Topics Not Covered Through Group Discussion

Learning objectives achieved:

(3) Identify the major policy issues affecting public K-12 and community college education in California; develop and defend positions on them using a clear theoretical framework.

(5) Analyze and explain the key issues of equity, efficiency, and political acceptability in relation to policymaking.

**Meeting 2, November 1, 2008; 8:00 a.m. – 5:00 p.m.**

First Half

- (1) Questions from Last Meeting?
- (2) Student Discussion on Assigned Questions
- (3) Group Discussion on New Material:

Hungerford and Wassmer, *K-12 Education in the U.S. Economy*, Chapter 3, "Public Education, the Economy, and 'Spillovers'," pp. 17-20 and Chapter 2, "The Public Elementary and Secondary Educational Sector," pp. 9-14, (available at <http://www.nea.org/edstats/images/economy.pdf> ),

Reed, *The Growing Importance of Education in California*, (available at [http://www.ppic.org/content/pubs/op/OP\\_703DROP.pdf](http://www.ppic.org/content/pubs/op/OP_703DROP.pdf) ),

Munger, *Analyzing Policy*, Chapter 2, "Deciding How to Decide,"

Bardach, *A Practical Guide for Policy Analysis*, Appendix B, "Things Government Do."

(4) Questions on Additional Topics Not Covered Through Group Discussion

Learning objectives achieved:

- (1) Explain the theories of public and private benefits of education.
- (2) Explain and evaluate the roles in policy making for education in view of theories of governmental intervention in society.

Second Half

(1) Questions from Last Meeting?

(2) Student Discussion on Assigned Questions

(3) Group Discussion on New Material:

*Provost Greenwood's Presentation to Regents on the CA Master Plan*, (available at [http://www.ucop.edu/acadinit/mastplan/masterplanRegentsJan2005\\_final.pdf](http://www.ucop.edu/acadinit/mastplan/masterplanRegentsJan2005_final.pdf)),

Shulock, *On the Durability of the Master Plan in the 21<sup>st</sup> Century*, (available at <http://www.csus.edu/ihe/PDFs/On%20the%20Durability%20of%20the%20Master%20Plan.pdf> ),

*From First to Worst* video - video shown in class, (described at <http://www.pbs.org/merrow/tv/ftw> ) .

(4) Questions on Additional Topics Not Covered Through Group Discussion

(5) CAM assignment given out (due November 22 in class)

Learning objectives achieved:

- (3) Identify the major policy issues affecting public K-12 and community college education in California; develop and defend positions on them using a clear theoretical framework.
- (4) Explain institutional education policy characteristics unique to California.

**Meeting 3, November 14, 2007; 5:30 - 9:30 p.m.**

- (1) Questions from Last Meeting?
- (2) Student Discussion on Assigned Questions
- (3) Group Discussion on New Material:

Bardach, *A Practical Guide for Policy Analysis*, Appendix C, "Semantic Tips: A Summary," and Part III, "Smart-Best Practices" Research,

Munger, *Analyzing Policy*, Chapter 5, "Experts and 'Advocacy',"

Mantel and Greenblatt, *Issues for Debate in American Public Policy*, Chapter 1, "No Child Left Behind," (on reserve at Sac State Library's Reserve Room).

- (4) Questions on Additional Topics Not Covered Through Group Discussion

**(5) Paper assignment given out (due December 12)**

Learning objectives achieved:

(5) Analyze and explain the key issues of equity, efficiency, and political acceptability in relation to policymaking.

(6) Analyze proposed legislation affecting California education.

(7) Communicate effectively in writing in a public policy environment.

**Meeting 4, November 22, 2008; 8:00 a.m. – 5:00 p.m.**

**First Half**

- (1) Questions from Last Meeting?
- (2) Student Discussion on Assigned Questions
- (3) Group Discussion on New Material:

Galvin, *Writing Literature Reviews*, Chapters 1 – 7,

Munger, *Analyzing Policy*, Chapter 8, "Choice of Regulatory Reform,"

Clemmitt, *Issues for Debate in American Public Policy*, Chapter 2, "Student Aid," (on reserve at Sac State Library's Reserve Room).

- (4) Questions on Additional Topics Not Covered Through Group Discussion

Learning objectives achieved:

(3) Identify the major policy issues affecting public K-12 and community college education in California; develop and defend positions on them using a clear theoretical framework.

(5) Analyze and explain the key issues of equity, efficiency, and political acceptability in relation to policymaking.

- (6) Analyze proposed legislation affecting California education.
- (7) Communicate effectively in writing and in person in a public policy environment.

### Second Half

- (1) Questions from Last Meeting?
- (2) Student Discussion on Assigned Questions
- (3) Group Discussion on New Material:

Galvin, *Writing Literature Reviews*, Chapters 8 – 13,

Munger, *Analyzing Policy*, Chapter 10, “Discounting II: Time,”

Zau and Betts, *Predicting Success, Preventing Failure*; (available at [http://www.ppic.org/content/pubs/report/R\\_608AZR.pdf](http://www.ppic.org/content/pubs/report/R_608AZR.pdf) ).

- (4) Questions on additional topics not covered through group discussion

### (5) CAM assignment due

Learning objectives achieved:

- (2) Explain and evaluate the roles in policy making for education in view of theories of governmental intervention in society.
- (5) Analyze and explain the key issues of equity, efficiency, and political acceptability in relation to policymaking.
- (6) Analyze proposed legislation affecting California education.
- (7) Communicate effectively in writing and in person in a public policy environment.

### **Meeting 5, December 5, 2008; 5:30 - 9:30 p.m.**

- (1) Student Discussion on Assigned Questions
- (2) Group Discussion on New Material:

*Professor Nancy Shulock is planned guest,*

Shulock and Moore, *Rules of the Game*, (available at [http://www.csus.edu/ihe/PDFs/R\\_Rules\\_of\\_the\\_Game\\_02-07.pdf](http://www.csus.edu/ihe/PDFs/R_Rules_of_the_Game_02-07.pdf) ),

Shullock, Moore, Offenstein, and Kirlin, *It Could Happen* (available at [http://www.csus.edu/ihe/PDFs/R\\_ItCouldHappen\\_02-08.pdf](http://www.csus.edu/ihe/PDFs/R_ItCouldHappen_02-08.pdf) ),

Chubb and Moe; and Shrag, *Controversies in American Public Policy*, Chapter 1, “Yes and No: Would ‘School Choice’ Improve the Quality of American Public Education,” (on reserve at Sac State Library’s Reserve Room).

(3) Questions on Additional Topics Not Covered Through Group Discussion

Learning objectives achieved:

- (3) Identify the major policy issues affecting public K-12 and community college education in California; develop and defend positions on them using a clear theoretical framework.
- (4) Explain institutional education policy characteristics unique to California.
- (6) Analyze proposed legislation affecting California education.

**Meeting 6, December 6, 2008; 8:00 a.m. – 5:00 p.m.**

Second Half

(1) Questions from Last Meeting?

(2) Student Discussion on Assigned Questions

(3) Group Discussion on New Material:

California Department of Education, *Overview of California's 2007-08 Accountability Progress Reporting System*, (available at <http://www.cde.ca.gov/ta/ac/ay/documents/overview08.pdf> ).

California Department of Education, *API Data Files*, <http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp> .

Wassmer, *Policy Lessons from California Public Schools that Achieve Higher than Expected*, (available at <http://www.csus.edu/indiv/w/wassmerr/apiall.pdf> ),

(4) Questions on Additional Topics Not Covered Through Group Discussion

Learning objectives achieved:

- (4) Explain institutional education policy characteristics unique to California.
- (6) Analyze proposed legislation affecting California education.

Second Half

(1) Questions from Last Meeting?

(2) 10 Minutes Each Student PowerPoint Presentations on Paper Topic (Details Forthcoming)

**(3) Paper Assignment Due Friday, December 12.**

Learning objectives achieved:

- (7) Communicate effectively in writing and in person in a public policy environment.