

Educational Leadership and Policy

EDD 603

Draft syllabus as of October 12, 2008

Changes will be posted on WebCT.

Fall 2008

Specific class dates in schedule at end of syllabus

Eureka Hall 320 (Pending, I am trying to get a room in ARC)

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or by appointment

Introduction and course objectives

This is the second course in the policy sequence and builds on previous learning in both the policy course and other courses. As doctoral students, you are learning theories, skills and tools, in addition to facts or "rules". As you learn more you need to become comfortable with how and when to use the theories and tools. This course is designed as an applications course, encouraging students to apply what they have been learning in their graduate studies. Because policies are rarely tidy and are not developed or implemented in a vacuum we will conduct our applications in as realistic a model as possible, in other words, our work will not always be "tidy".

Effective managers and leaders seldom know the answers to everything, but they know instinctively how to ask questions that will give them new and different perspectives on problems. I will push you quite hard to understand new and different approaches to developing and understanding policy perspectives.

Following are the broad policy related learning objectives for this program. Students will be able to:

1. Explain and evaluate the evolution of federal education policy and theories of public and private benefits of education
2. Explain and evaluate the respective federal, state, and local roles in policy making for education in view of theories of governmental intervention in society
3. Describe the relationship between policy and organizational capacity for implementation of policies
4. Analyze the education policy in California with specific consideration of educational agencies, coordinating boards, lobbying organizations, legislative bodies, executive agencies, and other that constitute the "policy community"
5. Identify the major policy issues impacting education today and develop and defend positions on them using a clear theoretical framework
6. Explain educational policy characteristics unique to California
7. Analyze and explain the key issues of equity and social justice in relationship to policymaking
8. Analyze proposed legislation affecting California education

9. Communicate effectively in writing and orally in a public policy environment

That said the draft matrix for the program assigns the following goals to this course where P = primary and S = secondary responsibility for coverage.

(1) Critical analysis

problem definition	P
delineation of options	P
causal and correlation analysis	S
ethical implications of choices	S

(2) Integrative thinking

(interdisciplinary skill sets brought to bear on K-14 policy and administrative analysis)	economic concepts and analysis	S
	socio-political environment and analysis	P
	budgeting concepts and budget analysis	S
	organizational analysis/change/development	S
	cultural context and analysis	S
	legal context and analysis	S

(3) Effective communication to K-14 stakeholders

professional writing (reports, memos, e-mails)	P
public presentation (information and technical)	S
effective use of presentation technology	S
public relations	
writing in academic contexts	P

(4) Understanding professional role

federal/California policy context	P
role of public/private/non-profit sectors in education	P

(5) Practical applications

data collection -- how and where to get data	S
analysis of qualitative and quantitative data	S
implementation of data-based decisions	S

In drafting this syllabus, I am attempting to blend the program matrix and goals and consider what you learned in 602. The items in blue are the ones I expect to cover in more detail. We will also be doubling back on some items like federal roles and sectors. Some, like problem definition, you had a good dose of in 602. Finally, I want to make sure you have a good grasp of some of the basic presentation techniques (besides powerpoint). All this will be done in the context of specific education policy issues. We will discuss the syllabus and make any changes to the balance of the course together on October 31 and November 1.

Format of Course

The course is taught in a seminar style. That is, students are expected to come to class prepared to participate in conversations about the materials they have read. I will rarely lecture for an entire session – this is rather boring for both of us. Instead I will facilitate conversations and exercises designed to further learning. If you have not done the reading, you will not be able to participate. Consistent lack of participation will result in a reduced class participation grade (in addition to the fact that you will learn less).

Assignments and Grading

Students are expected to attend class regularly, participate, and turn in assignments in a complete and professional manner. Complete and professional means proofread, well written, appropriately cited, and on time. Especially poorly written papers may be returned to be re-done at the discretion of the instructor. Especially in this format, excessive absences will be reflected in your grade.

No late work will be accepted. I understand that many students are working full-time and attending classes. I will accommodate work "issues" as much as possible but expect you to complete your assignments on time. If you must miss class when an assignment is due, you may drop it off at my office or e-mail it to me prior to class. If you email it, it is your responsibility to insure that I have received it and that it is retrievable. You may do this by phoning me or requesting a confirming email from me. I am most likely to receive it in Microsoft Word Format.

Paper 1 Bardach steps	30%
Paper 2 CAM analysis	30%
Team Presentation and handout	30%
Class participation	10%
<u>(Attendance and active participation in conversations contribute to this grade.)</u>	
Total	100%

Papers

Bardach 8-step paper Due: November 1. 30%

Identify a public policy issue you are interested in and use Bardach's first four steps to frame the analysis for a decision maker. Write the paper so that it clearly defines the problem, uses data/evidence to explain the issue credibly, constructs possible alternatives and identifies what criteria you would use to complete the analysis. You do not need to go any further than this for this paper. The paper may not be more than 8 pages. It must be typed, double spaced and include citations. It should also include graphs and tables as they assist in understanding the issue. Hint: for this portion you may want to get the Tufte book read.

Criteria Alternatives Matrix (CAM) analysis Due: December 1 30%

First, improve your paper above by addressing any issues I raised when I returned the paper. (This is part of your grade.)

Then extend the paper through the following steps. First you will provide percentage weights for the different criteria, how much will each be worth in your analysis of alternatives? This will of course require an explanation (why is the cost more important than the equity etc.?).

Next, conduct the analysis of the different alternatives. You will need to use real information that is appropriately cited. If the information is not readily available you will need to address this by explaining what you attempted to find and then addressing what you will do to fill the gap. Options include nothing, making an educated guess, etc. Finally, summarize your findings from the CAM analysis and make a policy recommendation to the decision maker.

A CAM naturally makes some assumptions about what will happen given different choices. You should be explicit about those assumptions. You can think about them in Bardach's terms, projecting the tradeoffs, or more like a logic model where you identify your anticipated inputs, activities/processes, outputs and outcomes.

Assignment 3 Team presentations Due: December 6 30%

Groups of four students will work together to identify a public issue that is worth exploring and clarifying. You will learn everything you can about the issue including the options, issues, political dimensions, policy quandaries etc. This information will be distilled into a 15 minute presentation to the class, the essential elegance of the topic. You will use a Tufte-like handout of no more than 4 sides of 8.5 x 11 paper. We will discuss this project the first weekend. I will be available outside of class time to work with groups on this. Groups that do not make time to meet with me and get ongoing feedback are likely to do poorly on this project.

Important note regarding formatting papers:

All papers are to be typed, double spaced, paginated, and fall within the page limits specified. Please put a cover page on each assignment containing your name, your email, and the assignment title. Do not use more than 12 point or less than 10 point type. (No squished margins either!) Correct punctuation, spelling and citations are expected. All papers should be analytical in nature, using the theories and concepts from class to illuminate a particular situation.

Required Readings and Texts

The books *should* be available in the bookstore or may be purchased through Amazon or another on line provider (many students use www.half.com.)

Electronic readings are embedded in the syllabus available on webct. Access to these may require a University library connection, either from campus or through your home computer that has been set up for remote access to campus. Please bring the appropriate readings to class (including the hard copies of electronic material) we will often use them in exercises

Required texts:

Bardach, Eugene (2008) *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Second Edition, CQ Press

Kingdon, John (2007) *Agendas, Alternatives and Public Policies* 2nd Edition. Pearson Education

Kingdon, John (1999) *American the Unusual* Worth Publishers.

Wheelan, Charles (2002) *Naked Economics* Norton Publishing

Tufte, Edward. (2006) *Beautiful Evidence*. Graphics Press: Cheshire CT.

AMENDED Nov 1, 2008

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	Date	Topics and Assigned Readings	Assignments
1	Oct 31 5:30-9:30	Review and refinement of syllabus Public Private and Non-profit sector Federal and State government roles in education Kingdon <i>America the Unusual</i> (all) Skim the following and bring them to class (I recommend a three ring binder for these): *Cal Facts *Conditions of Education in CA in 2008 *FactBook 2008 California Department of Education	
2	Nov 1 8-5	Economics and policy choices Bardach Practical Guide (all) <i>Naked Economics</i> (all) *Getting Down to Facts: Overview Concepts Application to education topics	Identify a policy issue you are interested in. Using Bardach's Eight steps, write a 6-8 page paper that identifies policy alternatives for a decision maker. (more on this in the syllabus) Per our discussion PAPER DUE TUESDAY NOV 4, 2008
3	Nov 14 5:30-9:30	Making effective presentations <i>Tufte</i> Introduction and Chapters 4, 5, 6, and 7 Designing and consuming analytical presentations	Beginnings of team project, what is the basic issue, what might you need to say?
4	Nov 22 8-5	Policy analysis, design, and implementation in political environments Read Wheelan, <i>Naked Economics</i>, Introduction, Chapters 2,3,4,5, skim 6 and 8. You will be considerably better off if you start with Chapter 1 to set the context. Epilogue is interesting but not required. CAM analysis and other models (we will not use this book but I recommend you read it on your own), I may modify the reading following our discussions in the first session.	We will review the Wheelan book and cover the next steps in CAM. Also will spend some time on group projects, hopefully integrating the economic ideas into your policy briefs.
5	Dec 5 5:30-9:30	Integration <i>*Reed, The Growing Importance of Education in California</i> , (available at http://www.ppic.org/content/pubs/op/OP_703DROP.pdf)	
6	Dec 6 8-5	Guest in am: Delaine Eastin, Former State Superintendent of Public Instruction Team Policy Briefs: presentations and critiques	Team policy briefing for class (more to come)
	Dec 8		CAM analysis due by 11 pm

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