Syllabus
Updated 11/20 – see yellow highlights for updates

Education Doctorate Program
EdD 602 | Fall 2013

Policy and Practice for Education Leaders I

Dr. Su Jin Jez
The best way to reach me: jez@csus.edu or at office hours (see below)
Other ways to reach me: o 916.278.5955 | c xxx.xxx.xxxx

Meeting times:
5:30p-9:30p on 11/22, 12/6, 12/20
8a-5:30p on 11/23, 12/7, 12/21

Meeting location:
AIRC 3009

Office hours:
Fridays 3p-5p during class weeks
And by appointment
Office: Tahoe 3035

Course goals:
National, state, and local policy have increasingly focused attention on improving educational attainment and achievement. Effective educational leaders must be skillful in understanding and analyzing the role of public policy on school systems and know how they can shape and implement policy to best support their educational environments.

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

Learning Objectives:
At the end of EdD 602, a student who successfully completes the course will be able to:
(1) Critically analyze a problem;
(2) Critically delineate options;
(3) Think about and understand economic concepts and analysis;
(4) Think about and understand socio-political environment and analysis;
(5) Understand the role of public, private, non-profit sectors in education
Course requirements: During the course of the semester, you are expected to actively participate in in-class discussions, write a paper describing a public policy problem, and develop a plan to propose a solution to the public policy problem by completing a Criteria-Alternatives-Matrix (CAM) analysis. You are encouraged to work together, but must turn in individual assignments for the problem statement and CAM analysis.

Lead class discussion on reading - 5%
Problem statement - 40%
CAM analysis presentation - 35%
CAM analysis presentation handout - 10%
Attendance - 10%

Lead class discussion on reading: You will lead a 5 minute class discussion on a reading. As a part of this class discussion, you will prepare notes on the reading for your classmates. You should coordinate with others who are covering readings from the same day. You will receive more information on this assignment during class and a sign-up sheet for the readings will be passed out in the first weekend.

Problem definition paper: You will be asked to write a problem statement. You will receive more information on this assignment during class. Due via email by 11:59p on 12/1/13.

CAM analysis: You will be asked to present a proposal to conduct a CAM analysis. You will receive more information on this assignment during class. The presentation will be done on the last day of class (12/21/13). By class on 12/7/13, you will share a draft outline of your presentation and CAM analysis proposal with me.

Attendance: Students are expected to attend all course session and to be active participants in class. As students of educational leadership, your ability to understand and speak with authority about policy is an extremely important skill. As scholars of education, your ability to converse comfortably with other scholars about educational issues, in research or in practice, is of the utmost importance. As such, this course will emphasize discussion in class.

Policies and logistics:
- Please complete all readings listed for the class date prior to coming to class.
- B- is a failing course grade in the EdD program. If you receive a B- in a course, you will have to retake it.
- The problem definition paper and CAM analysis must be submitted via e-mail. Late papers will only be considered at my discretion.
- Attendance is graded on whether or not you are in class and participate. Each four-hour session missed will result in a whole grade reduction for this portion of your grade (e.g. from A to B). Being late, results in a 1/3 grade reduction for this portion of your grade.
- If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
• Please no cell phones or web surfing in class. If laptops are being abused in class, I may prohibit their use for all.

Getting help:
If there are 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 that less often), or phoning me at the number listed above. I am generally able to 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 will be answered in the manner discussed above. Office hours are also open for suggestions on how I teach, a general discussion of preK-12 or community college education policy, the Doctorate in Educational Leadership Program at Sacramento State, or your career plans.

Academic Honesty:
I take plagiarism and other acts of academic dishonesty very seriously. I reserve the right to fail students that are academically dishonest and escalate the case to the University. Note that academic dishonesty can be grounds for dismissal from the university. Details are available at the University Policy Manual found at http://www.csus.edu/umanual/student/UMA00150.htm. Plagiarism is one case of academic dishonesty, and here is an excerpt from the manual on plagiarism:

Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.
I have bolded “the mosaic” because students commonly do not realize that this is cheating. If this is not crystal clear to you, please let me know ASAP – definitely before you submit your first assignment.

**Potential use of Turnitin**

Consistent with Sacramento State’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

**Classroom decorum:**
I expect our class to support and nurture teaching and learning. This means we must be respectful of each other. In this course, we grapple with difficult and controversial topics. Even if you disagree with me or a classmate, you must do so respectfully. The goal of this course is to learn and develop further as scholars and practitioners. I hope that there will not be any incidents of disruptive behavior, but in case there are, I will follow the university policy in handling such disruptions. The university policy can be reviewed at [http://www.csus.edu/umanual/student/STU-0112.htm](http://www.csus.edu/umanual/student/STU-0112.htm).

**Required books:**

To order from amazon.com, click here.

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I have also asked the Sac State Bookstore to stock these titles and for the library to put them on reserve. If you wish to purchase there, please call for availability.

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 via the library’s online database.

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Course schedule

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Class 1: 11/22/13
Welcome, administrative items, and a primer on government and policy

Bardach: Appendix B: Things Governments Do

The Sectors in Modern Society: Public Private and Non-Profit by Mary Kirlin
Sent to you via email

Class 2: 11/23/13
Economics and problem statements


Naked Economics (entire book; OK to skim chapters 10-12)

Class 3: 12/6/13
The Master Plan

Major Features of the California Master Plan for Higher Education:
http://www.ucop.edu/acadinit/mastplan/mpssummary.htm

The California Master Plan for Higher Education in Perspective by UCOP:
http://www.ucop.edu/acadinit/mastplan/mpperspective.htm

*** just skim *** The California Master Plan for Education by Joint Committee to Develop a Master Plan for Education

Does California’s Master Plan Still Work? (2009) by Pam Burdman
http://www.changemag.org/Archives/Back%20Issues/July-August%202009/abstract-california-masterplan.html


A New Plan for a New Economy: Reimagining Higher Education by the Little Hoover Commission (looks long, but isn’t really!)

For the curious, here’s the actual 1960 Master Plan for Higher Education (don’t worry, you don’t have to read it for class):
Class 4: 12/7/13
The full eight steps

The remainder of Bardach’s *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving*

Class 5: 12/20/13
Community college success

View: Sonia Ortiz-Mercado’s EdD Speaker Series talk on SacCT (if you didn’t attend in person)

Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges

Divided We Fail: Improving Completion and Closing Racial Gaps in California’s Community Colleges
http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf

California Community Colleges Student Success Task Force Final Report
http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/REPORT_SSTF_FINAL_122911.pdf

Implementation of Student Success Task Force Recommendations
http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SSTF_IMPLEMENTATIONCHART_101113.pdf

Class 6: 12/21/13
Morning session: Common Core

9:30a-12p Guest lecturer: Barbara Murchison, California Department of Education. She will speak about the Common Core

Get acquainted with the Common Core:

- http://www.corestandards.org/, make sure you read:
  - Process section at http://www.corestandards.org/resources/frequently-asked-questions
  - ELA: http://www.corestandards.org/resources/key-points-in-english-language-arts
  - Math: http://www.corestandards.org/resources/key-points-in-mathematics
- http://www.cde.ca.gov/re/cc/tl/whatareccss.asp, make sure you view/read:
  - Watch: http://www.youtube.com/watch?v=9IJD9oLofks&lr=1
  - http://www.cde.ca.gov/re/cc/ccssdevelopmenttimeline.asp
  - Other videos you may want to watch:
    http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html
- Poke around and review/skim links in the Implementation plan tab
  http://www.cde.ca.gov/re/cc/
  - Also, poke around and review/skim links as relevant on the other tabs (teachers, administrators, students/parents, higher education, and community partners)

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<th>Afternoon session: Teacher labor markets and teacher quality and CAM presentations</th>
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Available online at the Sac State library website

http://epaa.asu.edu/ojs/article/view/147