

**EdD 602 – POLICY AND PRACTICE FOR EDUCATION LEADERS I
(3 Units)**

DOCTORAL PROGRAM IN EDUCATION LEADERSHIP

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Fall 2021

Professors: Ted Lascher, Ph.D. & Rob Wassmer, Ph.D. (lead faculty),

E-Mails: rwassme@csus.edu and tedl@csus.edu

Class Location and Times: 223 Eureka Hall
Oct. 8 (Lascher, Fri.) 5:30 to 9:30 p.m.
Oct. 9 (Wassmer, Sat.) 8:30 a.m. to 5:30 p.m.
Oct. 22 (Lascher, Fri.) 5:30 to 9:30 p.m.
Oct. 23 (Wassmer, Sat.) 8:30 a.m. to 5:30 p.m.
Nov. 5 (Lascher, Fri.) 5:30 to 9:30 p.m.
Nov. 6 (Wassmer, Sat.) 8:30 a.m. to 5:30 p.m.

Cell Phone Contact: Lascher (530) 400-5688 and Wassmer (916) 752-2910

Office Hours: Lascher, Water-Cooler Zoom Sessions and Office Hours,
4:30–5:30 p.m., October 8, October 22, and November 5 (and by
appointment)

Wassmer, Water-Cooler Zoom Sessions and Office Hours,
6 to 7:30 p.m., October 10, October 24, and November 7 (and by
appointment)

Teaching Assistant Beth Katz (Hendrick), Zoom Session, TBD.

Important Note: *this syllabus is a living document and is subject to revision.*

Required Texts:

(1) *Economics of Education*, Michael Lovenheim and Sheila Turner, 2018, Worth Publishers, purchase at [Amazon.com](https://www.amazon.com), or another internet bookseller.

(2) *Talking Politics: What You Need to Know Before Opening Your Mouth*, Sheila Kennedy, 2012, Georgetown University Press, purchase at [Amazon.com](https://www.amazon.com), or another internet bookseller.

(3) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 2012, Third Edition, Sage, purchase at [Amazon.Com](https://www.amazon.com), or another internet bookseller.

There are also supplemental podcasts and readings assigned throughout the semester. These are in the schedule below. Access these readings directly from the hyperlink provided or Canvas.

Structure of Class:

The class will begin promptly at 5:30 p.m. on Friday and 8:30 a.m. on Saturday and end at 9:30 p.m. on Friday and 5:30 p.m. on Saturday. To make these extended learning times bearable, we will need to take scheduled breaks. While we will not follow it rigidly since this may not be conducive to class discussion, we want to make the schedule relatively routine so we all know when it is time for a break. Of course, you are also free to get a drink or use the bathroom at any time.

There are four hours of class time on Friday and eight hours on Saturday (excluding lunch). Since we meet for three weekends, this totals 36 hours. Since this is a three-credit course, if offered over a standard 15-week semester, it would meet for three hours a week. The expectation is 45 hours of class time. We achieve the additional 9 hours of your work by locating, reading, summarizing, and asking questions during office hours on course material and the required final assignment.

Friday

(1) 5:30 - 6:45 pm	Class time
6:45 - 7:00 pm	Break
(2) 7:00 - 8:15 pm	Class time
8:15 - 8:30 pm	Break
(3) 8:30 - 9:30 pm	Class time

Saturday

(1) 8:30 – 10:15 am	Class time
10:15 - 10:30 am	Break
(2) 10:30 - noon	Class time
noon – 1:00 pm	Lunch
(3) 1:00 - 2:30 pm	Class time
2:30 - 2:45 pm	Break
(4) 2:45 - 4:00 pm	Class time
4:00 – 4:15 pm	Break
(5) 4:15 – 5:30 pm	Class time

Class Delivery:

As far as possible, we will deliver this course in an in-person format that abides by all Pandemic protocols in place during the meeting times. We believe this approach is most conducive to the vigorous discussion we expect in a graduate seminar. That said, the university requires for fall 2021 that those not comfortable with this can access the class through remote delivery. The details of this are still in process but will likely be in a recorded format to watch after class is completed and/or in a Zoom format in real-time. Nevertheless, be aware, the preferred method of attending this class is in-person. We have, or will, make pedagogical choices to deliver the class optimally using the preference for in-person attendance. We strongly advise you to get wholly vaccinated and attend classes in person and emphasize that this advice is consistent with the advice we give to other graduate students at Sacramento State

Before 5 p.m., on the Wednesday before the Friday night class meets, we will post on Canvas any PowerPoint slides or notes covering the material discussed in the following weekend's class. We will also correspond with you by email (delivered to your "...@csus.edu" email account, so make sure you check it) and ask you to read material from the Internet.

We are fortunate to have third-year Sac State EdD Student Beth Katz (Hendrick) as a teaching assistant for this class. Her role is yet to be fully defined, but she is likely to attend all classes, lead some discussions, and be available to offer advice on your class material and assignment questions. Contact her at bethkatz@csus.edu.

Course Purpose:

At the national, state, and local levels, public policy focuses on improving PreK-12 and higher education delivery. To further your goal of becoming transformative leaders in this area, you need some background on the policy process, analysis, and application to the most pressing education challenges facing the Sacramento Area, California, and United States. Utilizing the fundamental insights of microeconomics and political/institutional analysis, this course develops the skills necessary for an informed analysis of education policy in EdD students.

Professor Lascher will use his Friday evening sessions to focus on the necessary background for the policymaking process, the rationale for public action, and the basics of policy analysis. He will give particular attention to the process of developing a researchable policy analysis question to prepare you to use a similar process in your dissertation research. He will also illustrate key points through an extensive discussion of state policies requiring children to be vaccinated to attend K-12 schools.

Professor Wassmer focuses his Saturday teaching session on specific education policy issues relevant to a better understanding of structural/institutional racism in the United States (including California), how it continues to exist in the delivery of education, and how the practice of education policy analysis can identify it and offer potential solutions to its elimination.

Learning Objectives:

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

- (1) Understand the difference between a "positive" and "normative" approach to education policy analysis.
- (2) Understand the rationale for a public policy mandate in an economic system that prioritizes individual liberty.
- (3) Explain the basic tenants of microeconomics, political science, and their appropriate use in a rational approach to education policy analysis.
- (4) Identify a specific question that is researchable using the tools of policy analysis.
- (5) Apply a formal systematic approach to effectively identifying an education policy

concern, offer potential alternative solutions to it, and layout the tradeoffs of one alternative solution compared to the others.

(6) Better comprehend some of the major policy issues affecting K-12 and higher education (especially but not exclusively concerning structural/institutional racism) and defend your positions using a clear theoretical framework.

(7) Communicate more effectively in writing and in-person on education policy issues.

Attendance and Accountability:

We expect that you attend all scheduled class sessions. We realize that life may intervene, and thus we allow the buffer of missing one four-hour session (either a Friday or half a day Saturday) if you can provide a documented and highly legitimate reason (as evaluated by your instructors) for doing so. If choosing to exercise this undesirable option, you will receive a failing grade on homework due that day and reduce your classroom participation grade. If you miss more than one approved four-hour session, you will receive a failing grade in the course.

To measure your attendance and prepare you for participation in class discussions, each instructor will ask you to submit some form of homework before each Friday evening and Saturday morning session.

Professor Lascher will provide further guidance on his homework requirements soon.

Professor Wassmer will ask that you submit a typed, double-spaced, maximum two-page essay in Word to the discussion question (that corresponds to the first letter of your last name) that we post at Canvas at least ten days before they are due. There will be one of these due for every Saturday day meeting (including the first weekend we meet). He will look over the electronic version you submit on Canvas and return it to you within a week of the class meeting with a grade based on how well you satisfy the rubric (included below).

Note that *Professor Wassmer* is asking for a specific form of writing in answering these questions. He will post at Canvas examples of this form. You can also discern this form from the rubric used to grade it at the end of this syllabus. Feel free to contact him in advance of our first Saturday meeting if you wish to discuss what he is looking for.

Writing Guidelines:

The EdD program emphasizes the development of effective writing habits, and this course does so as well. Accordingly, we will aim to give you extensive guidance about good writing. Please look over the writing tips at the end of this syllabus that we have borrowed from the gateway course taught to MPPA students. They are relevant for writing for this course and any of the education doctorate courses (with the possible exceptions that some EdD instructors may not want you to write in the first person and/or are less concerned about the use of passive voice). We will also post on Canvas some background readings and a PowerPoint presentation on recognizing and dealing with writing anxiety. We recognize that even good writers commonly deal with such anxiety.

Addressing Questions about Class Materials and Preparing for Class Sessions:

If there are concepts or ideas covered in a meeting that you did not understand, it is essential to your overall success that you get these misunderstandings resolved before the next time we meet. You can do this by: (1) talking to your classmates (I encourage you to form study groups or electronic study networks), (2) visiting me in the off-week Thursday evening water cooler/office hour or scheduling a one-on-one Zoom conference, (3) or sending an email question to us. We promise to respond to your Monday through Friday email within 24 hours (usually within two hours).

We encourage questions, comments, and discussion about material assigned for a meeting are during that class. We will discuss a suggestion on my pedagogy, education policy in general, the EdD Program, your career plans, and/or your planned dissertation topic in office hours, break, lunch, and/or after class.

Please complete all reading and listening assignments, look over PowerPoint or other notes, and formulate answers to the discussion questions poised each week (you should think about all the questions asked and not just the one assigned to you that week). Doing so will prepare you to participate in the class discussion actively. While we hope everyone will participate voluntarily, we will call upon those who do not participate in class discussions. **We expect that all students complete the assigned reading, listening, and viewing for a class session – not just that corresponding to their HW assignment.**

Active Learning:

The appropriate pedagogy for this class is not as displayed in this ["classic" movie scene](#). We will do our best to conduct this class in an active-learning, discussion-based, and full-participatory format. We will rely upon classroom discussions of your prepared answers to the weekly questions, additional discussion questions we pose in class, and the "murky concept" questions we receive from you at the end of our Friday and Saturday Zoom sessions. We will rely upon some of the discussion strategies described [here](#).

Homework Question Feedback, Revision, Reflection, and Self-Editing:

One of the goals of doctoral education is to raise the written communication of those receiving it. To earn the EdD, you will need to complete a doctoral dissertation that will take a higher writing skill than what you have already demonstrated in your master's program. Thus, we will offer a bit of assistance in this area through an additional requirement described next.

If you receive less than an "A-" (3.7) grade from us on one of the assignments required for five of our six meetings, we require you to rewrite it. **You may revise only one assignment from Professor Lascher and one from Professor Wassmer.** The first assignment with less than an "A-" grade from either of them needs revision. Please talk to the professor that assigned your grade and Teaching Assistant Katz for suggestions on how best to complete the revision if you are unsure of the comments offered on your page. In addition to the examples posted at Canvas, we will offer further instruction on writing your responses to the requested questions in a form appropriate to the applied professional discipline of education policy and administration. Also, see the rubric and tips at the end of this syllabus. You will need to submit your revised assignment to

whichever instructor is appropriate within two weeks of receiving less than an "A-" on any of them. We will accept no revisions after December 19.

Canvas:

This course requires that you have access to Canvas. On Canvas, we will post an outline of the material covered in each meeting and the discussion questions you are responsible for (by 5 p.m. on Wednesday, which is ten days before they are due). Submit your answers to the Friday and Saturday discussion questions by 5 p.m. on the Friday of our class meeting in a Microsoft Word file through Canvas. We return graded papers are through Canvas and post all your grades at Canvas. Canvas also allows emails to other EdD 602 students and chat room participation.

Grades:

Where appropriate, we base grades on the following table:

<u>Percent Correct</u>	<u>Letter Grade</u>	<u>Number Grade</u>
100-97	A+	4.3
96-93	A	4.0
92-89	A-	3.7
88-85	B+	3.3
84-81	B	3.0
80-77	B-	2.7
76-73	C+	2.3
72-69	C	2.0
68-65	C-	1.7
64-61	D	1.0
<61	F	0.0

We assign a number grade to everything you do. Your overall course grade comes from these number grades.

We record all number grades in SacCT. If you see a recorded grade different from what we have assigned, please notify us by emailing the assignment with the correct grade on it.

Course Grade = 0.40*(average of five HW assignment grades) + 0.40*(grade on your final paper) + 0.20*(our evaluation of your classroom/office hours/water cooler participation)

We strictly follow University policy for dropping and receiving an incomplete for this course. You must complete the final paper to receive at least a B (3.0) passing grade.

Academic Honesty:

We take the commitment to academic honesty seriously and especially wish to emphasize the necessity of avoiding plagiarism. When you write for this class or any class at Sacramento State, you must know what plagiarism is and how its practice can become grounds for dismissal from the university. Details are [here](#). The following is an excerpt:

Plagiarism is a form of cheating. At Sacramento State plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgment. 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 Sacramento State includes but is not limited to:

- 1. The act of incorporating into one's 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 one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works.*

Final Assignment: Briefing Paper/Prospectus on Appropriate Education Policy Topic:

The final assignment will require you to integrate ideas from the Friday and Saturday sessions in a policy briefing paper. We include more details on this assignment at the end of the syllabus.

Class Meeting Schedule:

Meeting 1, Friday, October 8, 5:30 - 9:30 p.m., Professor Lascher

(1) Introduction

Review syllabus

(2) The Rationale for Public Action; What Policy Analysis Requires and Entails

Talking Politics, entire (note that the book is only 36 pages, so you should be able to read it during one sitting; focus primarily on chapters 2 and 3)

Kathryn Schulz, "[On Being Wrong](#)," TED Talk, 2011

Journal Article: Delamater, P. L., et al. (2019). Elimination of Nonmedical Immunization Exemptions in California and School-Entry Vaccine Status. *Pediatrics*, 143(6).

<https://pediatrics.aappublications.org/content/143/6/e20183301.full>.

Journal Article: Lascher Jr, E. L., & Offenstien, J. L. (2012). Campus Racial Climate and Student Academic Outcomes: A Critique of Prior Research and Recommendations for Future Study. *Journal of College Student Retention: Research, Theory & Practice*, 14(2), 265-277.

Meeting 2a, Saturday, October 9, 8:30 a.m. - noon, Professor Wassmer

(1) Institutional/Structural/Systematic Racism in Education

Aspen Institute, [Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis](#).

New York Times, [Nice White Parents Podcast](#).

New York Times, [Nice White Parents Discussion Guide](#).

Center for American Progress, [Fighting Systematic Racism in K-12 Education](#).

Brookings Institution, [The Banality of Racism in Education](#).

PACE, [Outcomes and Demographics of California's Schools](#).

UC, Berkeley, Othering and Belonging Institute, [21st Century Racial Residential Segregation](#).

Journal Article: Noguera, P. A., & Alicea, J. A. (2020). *Structural racism and the urban geography of education*. *Phi Delta Kappan*, 102(3), 51–56.
<https://doi.org/10.1177/0031721720970703>.

(2) Economics, Institutions, and the History of US Education Markets

Economics of Education, Chapter 1: *Why Do Economists Study Education Policy?* and Chapter 2: *The Structure and History of Education Markets in the United States*

Journal Article: Carpenter, D.M., & Hughes, H. (2011). *Gubernatorial rhetoric and the purpose of education in the United States*. International Journal of Education Policy and Leadership, 6(6), 1–15.
<https://journals.sfu.ca/ijep/index.php/ijep/article/view/277/110>.

Meeting 2b, Saturday, October 9, 1 - 5:30 p.m., Professor Wassmer

(1) Sources of CA Education Policy Research

[Legislative Analyst's Office](#)
[Cal Facts 2018](#), Education

[CA Budget and Policy Center](#)

[Public Policy Institute of CA.](#)
[Higher Education](#)
[K-12 Education](#)

[WestEd](#)

[PACE: Policy Analysis for CA Education](#)
[Understanding, Measuring & Improving Student Outcomes](#)

[Cal Matters](#)
[California Students in Richer Areas Far More Likely to be Back](#)

(2) Empirical Approaches to Education Policy Analysis

Economics of Education, Chapter 3: *Empirical Tools of Education Economics*

Planet Money Podcast, [What Causes What?](#)

(3) Conventional Wisdom: Education Generates Human Capital

Economics of Education, Chapter 4: *The Human Capital Model*

Journal Article: Hinrichs, P.L. (2021). *COVID-19 and education: A survey of the research*. Economic Commentary 4, 1–6.
<https://doi.org/10.26509/frbc-ec-202104>.

(4) Contrarian View: Education as Signaling

Economics of Education, Chapter 5: *The Signaling Model*

Journal Article: Weiss, A. (1995). *Human capital vs. signaling explanations of wages*. Journal of Economic Perspectives, 9 (4): 133-154.

<https://doi.org/10.1257/jep.9.4.133>.

Sac State Fall 2020 Ethics Symposium Video, [Caplan: The case for educational austerity](#).

Meeting 3, Friday, October 22, 5:30 - 9:30 p.m., Professor Lascher

(1) Murky Questions?

(2) The Components of Policy Analysis

Eugene Bardach, *A Practical Guide to Policy Analysis* (selections)

(3) So... What is Actually Doable Given the Constraints of Our Political System?

Journal Article: Levin, H. Y., et al. (2020). Stopping the Resurgence of Vaccine-Preventable Childhood Diseases: Policy, Politics, and Law. *U. Ill. L. Rev.*, 233

<https://www.illinoislawreview.org/wp-content/uploads/2020/02/Levin.pdf>.

Meeting 4a, Saturday, October 23, 8:30 a.m. - noon, Professor Wassmer

(1) Murky Questions?

(2) The Economic Value of an Education

Economics of Education, Chapter 6: *Returns to Education Framework*

Journal Article: Psacharopoulos, G., Collis, V., Patrinos, H.A. Anthony, & Vegas, E. (2020), *Lost wages: The COVID-19 cost of school closures*. SSRN Working, Paper. <http://dx.doi.org/10.2139/ssrn.3682160>.

(3) Education as the Production of Knowledge

Economics of Education, Chapter 7: *How Knowledge Produced*

Journal Article: Jez, S. J., & Wassmer, R. W. (2015). *The impact of learning time on academic achievement*. *Education and Urban Society*, 47(3), 284–306. <https://doi.org/10.1177/0013124513495275>.

(4) The Financing of K-12 Public Schools: Structural Racism?

Economics of Education, Chapter 8: *The Financing of Local Public Schools*

Wassmer, R.W. (2012). *Proposition 13*. *Encyclopedia of Housing*, Sage.

LCFF and LCAP in California

PPIC, [School Resources and the LCFF: Is Increased Spending](#)

CA State PTA, [Understanding school funding](#)

Journal Article: Lee, J.H., & Fuller, B. (2020). *Does progressive finance alter school organizations and raise achievement? The case of Los Angeles*. Educational Policy. <https://doi.org/10.1177/0895904820901472>.

Meeting 4b, Saturday, October 23, 1:00 - 5:30 p.m., Professor Wassmer

(1) Murky Questions?

(2) Will More Spending Per Students Reduce Disparities in K-12 Education Outcomes?

Economics of Education, Chapter 9: Does Money Matter?

NPR School Money, [The Cost of Opportunity](#).

Pace, [CA's Education Funding Crisis Explained in 12 Charts](#)

(3) Will Greater "Choice" Reduce Disparities in K-12 Education Outcomes?

Economics of Education, Chapter 10: School Choice

Intelligence² Debate, [Charter Schools are Overrated](#)

(4) Using Teachers to Reduce Disparities in K-12 Education Outcomes?

Economics of Education, Chapter 12: Teacher Labor Markets

APM Reports, [Keeping Black Teachers](#), [Who Wants to be a Teacher?](#)

Freakonomics Podcast,
[Is America's Education Problem Just a Teacher Problem?](#)

EconTalk Podcast, [Hanushek on Teachers](#)

Meeting 5, Friday, November 5, 5:30 - 9:30 p.m., Professor Lascher

(1) Murky Questions?

(2) What Are the Elements of An Effective Policy Analysis Report or Article?

Book Chapter: Jez, S. J. (2012). Analyzing the Female Advantage in College Access Among African Americans. In *Black Female Undergraduates on Campus: Successes and Challenges*. Emerald Group Publishing Limited.

Journal Article: Bradford, W. D., & Mandich, A. (2015). Some state vaccination laws contribute to greater exemption rates and disease outbreaks in the United States. *Health Affairs*, 34(8), 1383-1390.
<https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2014.1428>.

Meeting 6a, Saturday, November 6, 8:30 a.m. - noon, Professor Wassmer

(1) Murky Questions?

(2) What Does Post-Secondary Education Do?

Economics of Education, Chapter 13: Market Dimensions of Higher Education

LAO, [Cal Facts 2018](#) (Higher Education)

Brookings Institution, [Eight Economic Facts on Higher Education](#)

CA Competes, [Moving Past the Master Plan](#)

CalMatters Commentary,
[California needs a new Master Plan for Higher Education](#)

Journal Article: Marginson, S. (2018). *And the sky is grey: The ambivalent outcomes of the California Master Plan for Higher Education*. *Higher Education Quarterly* 72, 51– 64. <https://doi.org/10.1111/hequ.12140>.

(2) The Influence of Higher Education Cost on Outcomes

Economics of Education, Chapter 14: Paying for College, Student Financial Aid Policies, and Collegiate Enrollment

Revisionist History Podcast, [My Little Hundred Million](#)

Lumina Foundation,
[Lessons of Behavioral Econ to Improve Student Loan Programs](#)

PACE, [The California College Promise: A Promise to Whom?](#)

Journal Article: Sylvain, C. (2021). *The distributional effects of student loan forgiveness*. NBER Working Paper 28175.
https://www.nber.org/system/files/working_papers/w28175/w28175.pdf.

Journal Article: Ringo, D. (2019). *Parental credit constraints and child college attendance*. *Education Finance and Policy* 14 (4): 548–571.
https://doi.org/10.1162/edfp_a_00259.

Meeting 6b, Saturday, November 7, 1:00 – 5:30 p.m., Professor Wassmer

(1) Murky Questions?

(2) Are there Structural Issues with College Choice, Application, and Admission?

Economics of Education, Chapter 15: Economics of College Life

APM Reports, [Colleges are using big data to track students in an effort to boost graduation rates, but it comes at a cost](#)

PACE, *UC Regents Should Consider All Evidence and Options in Decision on Admissions Policy*

Ed Source, *California universities prepare for possible return of affirmative action in admissions*

Revisionist History Podcast, *Lord of the Rankings*, *Food Fight*, *Tortoise and Hare*
Freakonomics

Journal Article: Eide, E., Hilmer, M., & Showalter, M. (2015). *Is it where you go or what you study?* Contemporary Economic Policy 34(10, 37-46.
<https://doi.org/10.1111/coep.12115>.

Ed Source, *California's failure to diversify community college faculty tied to arcane state law*

Journal Article: Wassmer, R. & Galloway, M. (2021). *Does a greater presence of Latinx faculty or administrators raise the completion rates of various cohorts of community college students?* Sac State EdD Program Working Paper.

Name: _____ Grade: _____

Grading Rubric for Wassmer HW Essays

**EdD 602 - Fall 2021- Professors Lascher and Wassmer
(Lascher May Use This or Substitute His Requirements)**

**"A" Grade (20 to 18 points), "B" Grade (18 to 16 points), "C" Grade (16 to 14 points),
"D" Grade (Less than 14 points), and Absent (0 points)**

Required Content/Points	20	19	18	17	16	15	14	10	5	0
Submit through Canvas, in Microsoft Word form with: (1) cover page containing only your name, date due, and full HW assignment/question reproduced, (2) two-page maximum body of the essay, (3) separate final page with the reference list in APA style, and (4) this rubric on the last page. Use Times New Roman 11 Font only with one-inch margins all around. No footnotes or endnotes.										
Use the Editor function in Word or even better (the free version of Grammarly) with "passive voice" detection. Eliminate all forms of passive voice in your writing. The best way to do this is to write in the first person. Also, correct any grammatical errors flagged by the Word Editor. I will run your essay through the Editor and deduct points for flagged items not corrected.										
Begin your essay with an introductory paragraph that offers a brief background on the issue and concludes with a sentence like "[i]n this essay I will ..." that summarizes the content of the remaining paragraphs. Finish your essay with a final paragraph that states a conclusion drawn from the essay.										
Cite at least one reference used in your essay from the syllabus and one other reference drawn from a Google search. Use the <u>APA citation method</u>, which is standard for all writing in EdD courses and dissertations.										
The content of the essay answers the question/issue posed in the HW assignment clearly and concisely that is appropriate for a college-educated reader with no expertise in microeconomics. It is practitioner-friendly to read.										

Total Points (100 possible)

Final Assignment

EdD 602 – Fall 2021 – Professors Ted Lascher and Rob Wassmer

Your submission is due no later than Monday, November 20, 2021, at 6 p.m.

We will give one grade deduction for every portion of a Day Late after 6 p.m.

**Submit Only a Microsoft Word electronic copy in one file to
rwassme@csus.edu and tedl@csus.edu**

We reserve the right to make slight modifications to this before November 7, 2021.

OVERVIEW

This assignment aims to integrate what you have learned about conducting policy analysis generally and about education policy precisely, applying this knowledge to a contemporary policy problem. To make the project as practical as possible, we ask you to write the type of briefing paper you might provide a real-world California official.

REQUIREMENTS

You are to draft a concise document for a specific California policy official of your choice (e.g., governor, state legislator, superintendent of public instruction). The document should contain information needed for the official to develop a course of action to address an educational policy problem. It should contain the following:

1. Introduction in which you specify the problem you chose, indicate why you chose it, and identify the official to which the briefing paper addressed and why that person is an appropriate choice.
2. Briefing Paper. This portion is the heart of your final assignment and, in turn, should contain the following elements:
 - a. Specification of the public problem and why it needs to be addressed by the government in clear, concise non-jargon-filled language that would be understandable to the official to which the paper directed.
 - b. Specification of evidence that supports your conclusion that the problem needs addressing. Note: assume that your official is very busy and faces other potential problems, so the critical question is why that person should devote attention to your issue rather than another one.
 - c. Identification of at least two but no more than four alternatives for addressing the problem and indicating how you chose these alternatives (e.g., by identifying approaches taken in other jurisdictions). For ideas about things, the government could do to address a problem, see Appendix B of the Bardach book.

- d. Identify the criteria you would choose for evaluating the alternatives and your tentative recommendation based on these criteria. Note the emphasis on a "tentative" recommendation. We are not assuming you have the time or capacity to conduct full-blown policy analysis. Instead, we are looking for defensible evaluation criteria and a reasonable recommendation based on your available information.
3. Conclusion in which you briefly summarize what you learned from this project.

IMPORTANT REMINDER

Remember, the elected official for whom you are developing this briefing paper is likely to have many other responsibilities, and you may end up knowing much more about your specific topic than that person does (and perhaps more than your instructors as well). Accordingly, it is incumbent on you to write in a way that makes your points accessible to a policy generalist.

NUTS AND BOLTS

- The entire document should be in Microsoft Word form, not submitted as a PDF.
- The body of your paper should be typed and double-spaced using a Times New Roman typeface and 11-point font. It should be no more than ten double-spaced pages, not including a cover page, your list of references, and an appendix. We will not read anything more than ten pages.
- Include a cover page specifying your name, the project's title, and the date submitted.
- Use citations as appropriate in APA form. Include a list of references at the end of the document in APA form. Single-space the references section. In your paper, you must include at least three refereed journal articles, two policy/advocacy/think-tank/info-brief/etc. and citations from the Economics of Education textbook and other material used in class that you find appropriate.
- Use section headings and subheadings as appropriate. It is OK to use those specified in the previous section of these assignment guidelines.
- You are welcome but not required to use tables and figures. You may create your own or include copies of ones already published as long as you include a proper citation. Place any such elements in an appendix at the end of the document but referred to in the main text (e.g., "See Table 1").

DEADLINE AND SUBMISSION

Submit your paper as a single Word document to both instructors at rwassme@csus and tedl@csus.edu. Your paper is due by 6 p.m. on Monday, November 20. We will deduct one entire grade for every day or portion of a day past that deadline.

We reserve the right to make minor changes to these guidelines before November 7 based on what we learn from class discussion and interaction with students.

When assigning grades, we will use the rubric on the next page to score your own section(s) and the overall paper. Pay careful attention to what this rubric is asking for and the further instructions offered below. Write a paper that incorporates as many of the concepts/approaches learned in this course as possible. Thus, write something that you would not have been able to do before taking this course. As this is a doctorate level and policy course, your reference will need to include at least three academic refereed-journal articles and two policy/advocacy/think-tank/info-brief/etc. references. Search engines to find these include [Google Scholar](#) and the Sac State Library's [One Search](#) (this is particularly helpful in getting PDF copies of relevant articles).

Structure your policy brief as an essay with an appropriate cover page, an introductory section describing what is in the essay, headings covering the requested material, and a concluding section. Other than these constraints and the mandatory components described below, the remaining form of the write-up is up to you.

SUGGESTIONS

Identify the policymaker that you are writing for. Be sure to write at a level of explanation and tone for someone in this position (college-educated, but do not assume any prior economic or policy analysis knowledge).

Be clear on the purpose of this document in an introductory section and describe at the close of your introduction how you structure your write-up into specific sections. The first paragraph should end with something like: "In this summary of a proposed policy analysis, I will..." Use section headings throughout the paper. End with a section that features your specific conclusion(s). Thus, a statement like: "In this summary of a proposed policy analysis I have..."

Place in bold in your introduction a one-sentence problem statement in the form suggested by Bardach, Step One. Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen and the magnitude of change required for a solution.

Turn on the Editor in Microsoft Word (or Grammarly) and be sure to correct all issues. I will do the same when grading and grade you down for common grammar/spelling problems flagged. Eliminate the presence of passive voice.

Grading Rubric for Final Paper
PPA 220A - Fall 2021 – Professors Lascher and Wassmer

"A" Grade (20 to 18 points), "B" Grade (18 to 16 points), "C" Grade (16 to 14 points), "D" Grade (Less than 14 points), Absent (0 points)

<i>Required Content</i>	20	19	18	17	16	15	14	13	5	0
Paper's organization and presentation as instructed; grammar, punctuation, and spelling up to Word Editor standards; no passive voice; at least one appropriate table/figure.										
APA citation method used with a reference list including class citations and at least five from outside of class										
Appropriate choice and use of at least three refereed journal articles, two policy/advocacy/think-tank/info-brief/etc. and citations from the Economics of Education textbook and other material used in class that you find appropriate										
Our overall impression as a concise, information-packed policy brief to an education policymaker based upon what taught in class (double the points of previous)										
Total Score (100 Possible)										

Writing an Analytical Paper for the EdD Program

The easier parts:

Use proper grammar, capitalization, punctuation, source citation, italics, etc.

Never use contractions (e.g., "we've" for "we have") in papers for this program or in professional writing.

Make sure you know the difference between a semi-colon and a colon and that you use them appropriately.

Always read through your papers once for content and once for grammar before you turn them in. Turn on the Editor function in Word and make sure detection is set for passive voice. If Word indicates a grammar/space problem (when the red and green lines appear), pay attention and fix the problem. If you opt not to do so, have a good reason.

Avoid passive voice whenever possible ("The table will be set." "The paper will be graded."). Sometimes, people think that using passive voice sounds more formal and academic, but it makes writing convoluted and takes responsibility away regarding the activities discussed in the sentence. (If you can add "by zombies" at the end of your sentence, that is an indication that it is in passive voice.)

On a related note, PPA faculty members believe it is acceptable to write in the first person, at least to a limited extent (this means using the pronoun "I"). This is especially the case when you want to clarify your own claims and distinguish them from those of others. Thus, it is perfectly acceptable to use something like the following in a paper, "While some scholars have argued that urban sprawl leads to X and Y, I will argue that it results in Z." Using the first-person pronoun often makes it easier to write in the active voice. You can read more about passive voice [online](#).

Do not write that "someone feels" something when what you mean is that someone "thinks" or "believes" something to be the case ("Students feel that there is too much homework."). Here is a [NY Times Op-Ed](#) about this issue.

Good paragraphs have the following components: A topic sentence, usually at the beginning; Supporting evidence; and a transition to the next idea (but not an overly simple transition, such as, "Now I am going to write about X.>").

Do not use the royal "we" if you are the sole author ("We will next discuss...").

Answer the question asked. If it has multiple parts that are not rhetorical, answer all of them.

Tell the readers what you are going to say. It is much easier to read analytical work if you know where the author is going, and it is common to offer such direction in the very first paragraph. We will not be looking for you to write a mystery novel.

Note that writing for public policy and administration is much different from other writing types in this regard. If you were in a fictional writing program, we (faculty members *and* fiction readers) might cringe if you gave away too much of the story on the first page. You are not in such a program. Instead, you are in a program that assumes the

audience has much to do, limited amounts of time, and needs to understand the argument at hand quickly and accurately. So, get to the point.

Start at the beginning of the thought, not in the middle. (How much can you reasonably assume the reader knows? Who is the audience, and what is the purpose?)

Make statements that you can support with evidence as opposed to beliefs. Cite your evidence. Pick a method for citing references and use it consistently.

Every sentence should make or support a point—hopefully, connected to your overall argument.

Avoid long explanations of details that are irrelevant. This is probably not the time to dazzle someone with your specialized knowledge of a particular project.

Watch your choice of words. Both incorrect and unintended meanings can get you in trouble. Clarity is much more important than demonstrating such knowledge.

The harder parts:

Create a coherent framework for your papers—a line of thought and a structure that defines and answers the questions posed. Use headings and subheadings. This helps you make sure that your writing is logical and is flowing well, and it creates a roadmap for the reader.

Use relevant literature (hopefully multiple authors) to ground your work.

Be analytical, not editorial or colloquial (unless your explicit task is to write editorial or present ideas colloquially). This means that you will have to analyze and synthesize information using a critical lens.

Take the time to edit your papers to make the writing crisp, coherent, and logical, and the document shorter and more straightforward. I suggest rereading your papers at least two times before submitting them. I know that this is challenging given everyone's responsibilities, but you cannot do high-quality work at school or work without multiple reviews. I also suggest peer editing whenever possible.

Make it easy on the reader by using consistent language. In other kinds of writing, it might be more interesting to change it up a bit by substituting a synonym here and there in an attempt to avoid using the same word repeatedly. Nevertheless, this in analytical writing may lead the reader to think you are introducing a new concept. For example, if you are discussing "underrepresented" populations, use that term consistently (presumably having defined it) rather than switching to "underserved," for example, so that the reader will not wonder if you are introducing a somewhat different category.

Make sure you use solid evidence and know the difference between using evidence and advocating for an issue.

Tips:

Think about the question(s) asked for a few days.

Make an outline in which you think hard about your headings and subheadings.

Write a draft. Edit it for content. Let it sit for a day (or at least a few hours). Do your headings and subheadings work now that you have written the paper? If not, move things around and do significant editing. Reread it. Are you happy with it?

Once you are happy with the substance of your paper, reread it for grammar. Have someone proofread it.

Do a logic check (This is a topic sentence supported by the following evidence...This is the analytical tool I am using because...).

Reading for Comprehension for Graduate Students

The design of the following "SQ4R" technique helps you read for comprehension and understanding. The goal is not to read faster; it is to read more effectively the first time and retain the critical concepts. You do not have to use this if you do not want to. SQ4R stands for:

Scan:

The first task is to scan the material you are about to read to determine the piece's point. Review the title, the table of contents, the book jackets, the preface, introduction, and conclusion if appropriate. Well-written books and articles *tell you what they are going to tell you*. As you scan, look for context, topic, main ideas, the author's (') perspective or bias, main arguments made, etc. Think about: how does this fit with other material you have read about this topic?

Questions:

What question(s) is this author trying to tell you? What question(s) is the author trying to answer? After reading the piece, what should you know or understand better?

Many books and most articles at the graduate level have a perspective. Textbooks are a bit different since what is conveyed is information rather than a perspective or viewpoint. Some texts will contrast several theories. However, articles and most books are trying to address a question or theory or convey an idea.

Write down any questions you have identified before you begin to read, and then look for the answers to your questions.

The Four R's:

Read:

Once you have your questions identified, begin to do the reading. First, glance at the material. Is it organized into logical subsections? If it is, then it may make sense to scan them for content. Much of the reading assigned at this level has a central point, and the author tells you what it is in an introduction or overview chapter. Skim the areas that make sense at first glance and read more in-depth in the areas you did not understand. Look at graphs, charts, and tables as sources of summary information as well.

Remember what your questions are. Read sections of material at a time, not the whole thing from beginning to end (unless it is short). As soon as you find yourself straying

mentally, stop reading! Stretch, get up—do whatever you need to get your focus back. Review where you left off to make sure you did not start to stray much earlier!

The zebra stripe problem... "Highlighting" can confuse you more than help you. Wait until you have completed the reading and answered any questions you made before you highlight. At that point, you will know what the essential points are, and you can annotate them with your thoughts. Otherwise, you wind up with the dreaded zebra stripe... lots of yellow and white stripes with no real meaning.

Reflect:

Think about what you just read. Can you answer your questions? A friend asks what you are reading. Can you say, "This chapter is about the way people behave in organizations; right now I am reading about how we motivate people," or would you need to say something very general (such as "I am reading about public affairs")?

Recite:

Saying things aloud can help you retain information. Tell someone the summary of what you just read or say it to yourself out loud. Think of examples that help illustrate this point. Ideally, join a study group and share your questions and answers (after all of the people in the group have done their initial reading).

Review:

Review what you have written down. Is it in your own words? Does it make sense to you? Can you make sense of it three days later? What about three weeks later? Notes that do not mean anything to you, either from class or from readings, are not worth the time it took to write them down. If your notes do not make sense now, they never will. One hint about notes is to use your own words 99% of the time. Putting information into your own words can help you determine if you understand the main point(s).

Student Services Information and Links

1. [Services to Students with Disability \(SSWD\)](#)

"Sacramento State is committed to ensuring an accessible learning environment where the course or instructional content is usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided."

2. [Student Health and Counseling Services](#)

"Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education, and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost."

3. [Crisis Assistance & Resource Education Support \(CARES\)](#)

"If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student"

4.

5. [Drop and Withdrawal Policy](#)

6.

7. [Grading Policy](#)

8. [Academic Advising](#)

9.

[Information Resources and Technology](#)

[Support Centers and Programs](#)

[Reading & Writing Center](#)

[Student Rights and Responsibilities](#)