CALIFORNIA STATE UNIVERSITY, FULLERTON  
College of Education  
Educational Leadership Department  
EDD 624  
Social Contexts of Educational Politics, Policy and Governance in Pre-K-12 Education  
Fall 2014  

Location: Irvine Campus 212  
Day and Time: Monday 7 p.m.  
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Table 1: Education Unit Conceptual Framework  

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**EDUCATION UNIT CONCEPTUAL FRAMEWORK**  

**Mission**  
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.  

**Program Outcomes and Indicators**  
After successful completion of a program of study, our credential recipients and program graduates are:  

1. **Knowledgeable and Competent Specialists who**  
   a) demonstrate a strong foundation of knowledge  
   b) implement effective practice  
   c) use current technologies for teaching and learning  

2. **Reflective and Responsive Practitioners who**  
   a) advance just, equitable, and inclusive education  
   b) make informed decisions  
   c) participate in collaborative endeavors  
   d) think critically and creatively  

3. **Committed and Caring Professionals who**  
   a) demonstrate leadership potential  
   b) maintain professional and ethical standards  
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Candidates are encouraged to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

**Promote Diversity**
Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

**Engage in Collaborative Endeavors**
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

**Think Critically**
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

**Maintain Professional and Ethical Standards**
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

**Value life-long learning**
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

**RESPONSE TIME**
The instructor will respond to email questions and online assignments usually within 48 hours (except weekends)

**COURSE DESCRIPTION**
An in-depth study of topics relevant to instructional leadership and educational policy cycles is examined. Topics include the policymaking process, the role of values and interest groups, policy analysis, equality of educational opportunity, how policy efforts are reshaped, and systemic reform. Policy issues such as high-stakes testing, curricular mandates, and accountability are used as exemplars.

*Updated July 2014*
STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course. By pursuing the following goals and objectives students will become:

Experts in Educational Leadership:
- Who understand the needs of adult learners and can apply the theories found in the literature to the process of educational reform

Professionals Whose Practice is informed by Scholarly Literature
- Who will have a sense of the limits of the literature, fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.
- Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature
- Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.
- Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.

Reflective Practitioners
- Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
- Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

Change Agents
- Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.
- Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.
- Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions.

Self-Aware and Ethical Professionals
- Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.
- Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.

Professionals Who Value Diversity
- Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community?
REQUIRED TEXTS


OTHER REQUIRED MATERIALS


http://www.gordoncommission.org. Click on Publications then Click public policy & technical reports and then click on Public Policy Report (PDF).

Democracy at Risk: The Need for a New Federal Policy in Education

Go to Google and type in Democracy At-Risk:The Need for a New Federal Policy in Education. Scroll down to the item that indicates PDF and download the report.


http://irepp.stanford.edu/projects/cafinance-studies.htm. Type in Robert Reich and under Search Results then click on Publications. It will be found under Conceptual Background

RECOMMENDED MATERIALS


Updated July 2014
Policy-relevant material can be found almost anywhere—in general periodicals, such as *The Public Interest* and *The New Republic*; in general education journals, such as *The Harvard Education Review* and *Phi Delta Kappan*; and in specialized, discipline-specific journals. However, students should be aware that there are some journals that specifically feature the professional study of policy. Students should familiarize themselves with these journals and utilize them when appropriate to their interests and class work. Here is a partial listing:

**Education Policy Journals**
- Economics of Education Review
- Educational Evaluation and Policy Analysis
- Educational Policy
- Review of Higher Education
- Journal of Higher Education

**General Policy Journals**
- Journal of Policy Analysis and Management
- Journal of Public Policy
- Policy Studies Journal
- Policy Studies Review
- Public Administration Review

**ATTENDANCE**
Students should attend all seminars and 2 points will be deducted from Participation Points for each absence.

**ASSIGNMENTS and GRADING POLICY FOR THE COURSE**

- In each case, your work on assignments should demonstrate conceptualization, critical analysis, ethics, synthesis, and the promotion of diversity.
- Finished products (power points and papers) must use appropriate APA format.
- Papers should include relevant headings and subheadings to guide the reader.

Your grade in this course will be determined by a summative analysis of three assignments plus your active participation:

   
   15 points    DUE September 29

2. **Create a Power Point** based on the salient issues discussed in

   
   15 points    DUE October 20

*Updated July 2014*
3. **Create an Educational Policy Reform Plan** (white paper) to present to “educational policy makers” that addresses educational reform as discussed by Mehta, Berliner & Glass, *Democracy at Risk: The Need for a New Federal Policy in Education, A Public Policy Statement, and Reich*. Identify and address the following issues (use them as subheadings for your paper):

(a) Educational reform
(b) Governance
(c) Equity and equality
(d) Improving student performance

40 points Due December 8

4. **Present and lead class discussion based on reading in Berliner and Glass**

Classes 10-15 have assigned readings in the Berliner and Glass. Form groups of two or three and select the readings for a particular class. You will present and lead a conversation related to this selection. This will include a 1 to 2 page outline (handout) that captures the essence of the material and includes 2-3 questions for engaging your colleagues in a robust conversation.

20 Points Due the night the readings are assigned.

5. **Active Participation:** Learning requires that you connect yourself with information and materials and actively participate in class. This includes attendance, preparation, and active listening and contributing and participation.

10 points Accumulated throughout the course

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**Students in the program are expected to perform at the doctoral level. Only courses in which grades of A+, A, A-, B+ or B are received may be applied toward degree requirements. Course grades of A+, A, or A- are assigned for outstanding scholarship. Grades of B+ and B are assigned for strong scholarship. Grades of B- may be accepted in partial satisfaction of degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Grades of C, D, or F will be assigned when scholarship does not meet course expectations for successful performance.**

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<tr>
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<td>C</td>
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**TECHNICAL REQUIREMENTS**

Every student will maintain an email address and have access to the World Wide Web while they are enrolled in our programs. The University has computing facilities that can be used to email or access the web.

*Updated July 2014*
UNIVERSITY INFORMATION

Titanium

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy UPS 300.00, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office (657) 278-3117 in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work

All student work will be returned to students and not retained.

Updated July 2014
Overview and Discuss assignments

Policy Process: Handout and Review

Class 2 September 8
Mehta Chapter 1 pp. 1-9    Rationalizing Schools from the Progressives to the Present: The Allure of Order
What Information Do Policy Makers Need (handout)
How Public Education Policy Shapes the Education Industry and Vice Versa (handout)

Class 3 September 15
Mehta Chapter 2 pp. 10-38    The Cultural Struggle for Control over Schooling: The Power of Ideas and the Weakness of the Educational Field

Class 4 September 22
Mehta Chapter 3 pp. 39-63    Taking Control From Above: The Rationalization of Schooling in the Progressive Era

Class 5 September 29
Mehta Chapter 4 pp. 64-83    The Forgotten Standards Movement: The Coleman Report, the Defense Department, and a Nascent Push for Educational Accountability

Assignment 1 DUE
Class 6 October 6
Mehta Chapter 5 pp. 84-117 Setting the Problem: The Deep Roots and Long Shadows of *A Nation at Risk*

Class 7 October 13
Mehta Chapter 6 pp. 118-155 A “Semiprofession” in an Era of Accountability

Class 8 October 20
Mehta Chapter 7 pp. 156-189 *E Pluribus Unum*: How Standards and Accountability Became King

Assignment 2 DUE

Class 9 October 27
Berliner & Glass Part I pp. 1-9 Myths, Hoaxes, and Outright Lies

Class 10 November 3
Mehta Chapter 9 pp. 248-268 Rationalizing Schools: Patterns, Ironies, Contradictions &
Berliner & Glass Part IV pp. 87-124 Myths and Lies About How to Make Our Nation’s Schools Better

*Updated July 2014*
Class 11 November 10
Mehta Chapter 10 pp. 269-294 Beyond Rationalization: Inverting the Pyramid, Remaking the Public Sector
&
Berliner & Glass Part IV pp. 125-169 Myths and Lies About How to Make Our Nation’s Schools Better

Class 12 November 17
Berliner & Glass Part III pp. 49-86 Myths and Lies About Teachers and the Teaching Profession:
Teachers Are “Everything,” That’s Why We Blame Them and Their Unions

Class 13 December 1
Berliner & Glass Part II pp. 12-48 Myths and Lies About Who’s Best: Charters, Privates, Maybe Finland?

Class 14 December 8
Berliner & Glass Part V pp. 170-198 Myths and Lies About How Our Schools Are paid For All Schools Are Equal, but Some Are More Equal Than Others

Assignment 3 DUE

Class 15 December 15
Berliner & Glass Part VI pp. 199-241 Myths and Lies About Making All Students Career and College Ready

Assignment 3 DUE

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