



# Valdosta State University

Department of Political Science

Master of Public Administration Program

PADM 9090 Educational Policy Analysis

Spring 2007 Online

## Assignments

## Class Policies

## Schedule

## Web Links

<b>Description:</b>	Prerequisites: Doctoral standing or approval of instructor. A systematic survey, of the theory concepts and approaches associated with empirical analysis of public educational policies in a multicultural environment. Topics include quantitative and qualitative tools and methods of analysis. The case studies approach is utilized.
<b>Texts:</b>	<ol style="list-style-type: none"><li>1. Kraft, Michael E. and Scott R. Furlong. 2006. <i>Public Policy: Politics, Analysis, and Alternatives</i> 2 nd ed. Washington, DC: CQ Press.</li><li>2. Bardach, Eugene. 2004. <i>A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving</i> 2 nd ed. Washington, DC: CQ Press.</li></ol>
<b>Instructor:</b>	Gerald A. "Jerry" Merwin Jr., Ph.D. < <a href="mailto:gamerwin@valdosta.edu">gamerwin@valdosta.edu</a> > ( <a href="#">Link to contact information.</a> )
<b>Web Site:</b>	<a href="http://www.valdosta.edu/mpa/classes/padm9090/">http://www.valdosta.edu/mpa/classes/padm9090/</a>
<b>Office Hours:</b>	This class is offered online through WebCT. There will be no formal office hours, but I will be available for meetings by appointment. We can arrange a meeting in the office, by telephone, or through online chat. Send an E-mail to suggest an appointment.

**Expected Outcomes:** This course has two basic objectives:

1. The first, and most important, is that each student gains a basic understanding of policy analysis in an educational setting—its purposes, procedures, and politics. The objective is not to teach detailed procedures of policy analysis, but rather to develop an understanding of and an appreciation of that process. Through this course the student, as citizen, teacher, public official, or school administrator, should be able to
  - a. knowledgeably follow and interpret educational policy developments at the national, state, and local levels,
  - b. more effectively influence the results of the policy process,
  - c. critically evaluate and effectively manage a variety of planning and control procedures, and
  - d. outline his or her own program of study for more specialized training in policy analysis.
2. The second objective is to develop competence in each student in some of the qualitative and quantitative analytic techniques now being applied in policy analysis. The objective is not to train systems analysts or even to provide mastery of a few selected techniques. It is to give the student enough understanding of the powers and problems of these techniques
  - a. that the student can identify when specialized analytic skills might be usefully applied,
  - b. that the student gains an ability to utilize selected techniques in his or her own analysis, and
  - c. most importantly, that the student will not be intimidated, and is less likely to be misled, by analytic techniques and by those using them.

### **ADA:**

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office. You may contact that office by telephone at 912-245-2498, FAX 912-245-3873. Learn more on the VSU web site at: <http://www.valdosta.edu/ssp/> You may also reach them via email at [access@valdosta.edu](mailto:access@valdosta.edu). Also, please discuss this via email with your instructor(s) at the start of each class.

### **Web Readings:**

Additional readings for the class are identified on the class web site. The readings are available on the web. We have no control over these web sites, so the instructor, the MPA program, and the University are not responsible for their content. If a participant has difficulty accessing material at one of the identified web addresses, please contact the instructor ASAP. Additionally, if any material on a web site is found to be objectionable, please contact the instructor. Readings may be assigned from additional sources as they are identified.

Reference <http://www.valdosta.edu/mpa/classes/padm9090/index.html>

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### Readings

All students are expected to keep up with the assigned readings. In addition to the two required textbooks, there are a number of articles that have been placed online. The outside readings are drawn from a variety of sources and cover a variety of topics. While some deal directly with issues related to education, some do not focus on educational issues. Students are expected to draw generalizations concerning policy analysis from these readings, and then to apply those to education.

### Group Project Overview

Students will complete one case analysis as a group project. The class will be divided into groups with no more than five (5) students in a group; each group will be responsible for preparing an appropriate presentation to be presented online, as well as a written analysis of the case. Each group will identify a problem affecting a school or school system in South Georgia. The group will conduct an analysis of the problem using the policy analysis model developed in class, and will present the results of that analysis in the form of a position paper addressed to a relevant decision maker or decision making body. More information will be provided in the specific assignment instructions.

### Examinations

Each student will complete two take-home examinations. The examinations are designed to measure the student's grasp of the material presented and discussed in the class through your readings and unit notes.

### Class Participation

Discussion/participation grades will be based upon your threaded discussion participation and any additional e-mail communications. For the **threaded discussions, grades** will be determined as follows:

Respond to each question C = 70 to 79

Above, plus demonstrate awareness of & analytic ability in applying readings/lectures to answer B = 80 to 89

Above, plus interact/comment on at least three other students' submissions A = 90 to 100

**Project Submission: All project files and assignments will be submitted as attachments to E-mail and formatted as outlined below** unless another format is negotiated with the instructor. These files will follow the formatting and **file naming conventions** listed and explained below:

- **Text documents** will be formatted as Microsoft Word documents (or if some problem exists, then Adobe Acrobat).
- **Data files** (if needed) will be Excel files (for spreadsheet data) or Access files (if database information is required).
- **Presentations** will be PowerPoint files.
- **File Names:** Be sure to indicate your ownership of files and the content, use your first and last names with either a dot (.) or underscore (\_) between the parts and the assignment. For example:  
gerald\_merwin\_case.doc
- **Questions:** Please ask questions if any part of this information is unclear.

Reference <http://www.valdosta.edu/mpa/classes/padm9090/assignments.html>

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**Plagiarism:** Please read the information on the MPA web site regarding [plagiarism](#).

**Evaluation and Grades:** Participants will be evaluated and graded based on their performance of the following requirements with values listed:

Examinations (Two at 30% each)	60%
Case Study	30%
Participation	10%
 Total	 100%

See the "[Assignments](#)" page for details on the components above.

**Grades and Submission Deadlines:** Late assignments will be penalized by one letter grade unless the student makes arrangements with the instructor in advance or can verify a bona fide emergency. Threaded discussions will not be accepted late, they must be completed by the final date of the relevant unit. The lowest grade on a threaded discussion will be dropped (in other words, you may miss one of them) in computing your participation grade.

**Style Guidelines:** Participants should employ APSA or APA style unless another style is required by the organization for whom the proposal is being prepared.

**Communication:**

- E-mail is our preferred method of communication. Use WebCT or the following email address: [gamerwin@valdosta.edu](mailto:gamerwin@valdosta.edu).
- I will generally respond to any e-mail within one to two working days. Likewise, I ask that you check your email daily and respond in a timely manner if a response is requested or warranted.
- If the email communication fails or some emergency comes up, it is OK to contact the teacher by telephone. The best number is my cell number: (229) 221-2891 and voice mail is available in case I cannot answer. I will return calls if needed.

**Seeking Professional Assistance & Working with Others:** If you seek information, assistance, and/or support from others, particularly professionals, always act as a professional would be expected to act. Please be kind. In addition to normal politeness, please send all helpful individuals a thank you letter.

**Attendance:** For a course offered on WebCT, we can consider regular log-in to the course as attendance. Participants are expected to visit the class WebCT site at least weekly. Failure to do so will be counted in the participation grade.

**Language Biases:** All participants are expected to employ non biased speech and prose. This will relate to gender, race, and any other biases. At times we will make mistakes and say or write in a manner which may cause offense. We will help each other to remove biases and offensive aspects from our speech and prose.

**Working Together:** Participants are encouraged to cooperate and share ideas, resources, and insights. Make certain the final product reflects your efforts, but help each other out. Learning, like almost everything, is more fun when it is a shared experience.

**Questions/Concerns:** If in doubt about anything related to the course, please ask a question! Do not let a little problem grow. The only "stupid" or "silly" question is the one that goes unasked.

Reference <http://www.valdosta.edu/mpa/classes/padm9090/policies.html>

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Schedule for Spring 2007

Week/Unit	Topics & Readings
Week 1: January 8 - 12, 2007	Introductions, Review of Syllabus, Policies, etc., Discuss Projects <ul style="list-style-type: none"><li>• Syllabus and related materials</li></ul>
Unit 1: January 8 - 19, 2007	<b>Part One: Public Policy and Politics</b> Public Policy in a Representative Democracy <ul style="list-style-type: none"><li>• Kraft &amp; Furlong, Chapters. 1, 2.</li><li>• Maynard-Moody, Steven. 1989. "Beyond Implementation: Developing an Institutional Theory of Administrative Policy Making." <i>Public Administration Review</i> 49 (March/April).</li><li>• Epstein, Paul, Lyle Wray, and Courtney Harding. 2006. "Citizens as Partners in Performance management." <i>Public Management</i> 88 (November) 18 – 22.</li></ul>
Unit 2: January 22 - February 2, 2007	Public Policy, Political Culture, and Politics <ul style="list-style-type: none"><li>• Kraft and Furlong, Chapter 3.</li><li>• Argyle, Nolan J. 2002. "The Emergence of the American Administrative State: The Intellectual Origins." In A. Farazmand (Ed.) <i>Handbook of Bureaucracy</i> 2 nd ed. New York: Marcel Dekker.</li><li>• Bardach, Eugene. 2004. <i>A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving</i> 2 nd ed. Washington, DC: CQ Press. (We will be discussing this book throughout the next few units. You should do a "quick read" of the book now and then refer back to it as needed throughout the remainder of the class.)</li></ul>
Unit 3: February 5 - 16, 2007	<b>Part Two: Analyzing Public Policies</b> Thinking Strategically <ul style="list-style-type: none"><li>• Argyle, N. J. 2006. <i>Strategic Analysis for Public Managers: Summary Handout</i>.</li><li>• Kraft &amp; Furlong, Chapter 4.</li><li>• Danzinger, Marie. 1995. "Policy Analysis Postmodernized: Some Political and Pedagogical Ramifications." <i>Policy Studies Journal</i> 23 (Fall) 435 - 450.</li><li>• Cunningham, Robert and Louis Weschler. 2002. "Theory and the Public Administration Student/Practitioner." <i>Public Administration Review</i> 62 (January) 104-111.</li><li>• Kaempffert, Waldemar. 1950. "Miracles You'll See in the Next 50 Years." <i>Popular Mechanics</i> (February).</li></ul>
Unit 4: February 19 - March 2, 2007	Identifying and Defining Problems <ul style="list-style-type: none"><li>• Kraft &amp; Furlong, Chapter 5.</li><li>• Fleming, C. 2004. When environmental justice hits the local agenda. <i>Public Management</i> 86, (5) 6-10.</li><li>• Argyle, Nolan J. 2006. <i>A Guide to Writing Policy Position Papers</i>.</li></ul>
Unit 5: March 5 - 23 , 2007	Evaluation Criteria ( March 12 – 16 is Spring Break) <ul style="list-style-type: none"><li>• Kraft &amp; Furlong, Chapter 6.</li><li>• Meyer, John W. and David P. Baker. 1996. "Forming American Educational Policy with International Data: Lessons from the Sociology of Education." <i>Sociology of Education</i> 69 (2) 123 – 130.</li></ul>
Unit 6: March 26 - April 6, 2007	Developing and Presenting Alternatives <ul style="list-style-type: none"><li>• Kraft &amp; Furlong, Chapter 13.</li><li>• Re-read Bardach, Part III.</li><li>• Weimer, David L. and Aidan R. Vining. 1999. "Preview: The Canadian Salmon Fishery." In David L. Weimer and Aidan R. Vining (Eds.) <i>Policy Analysis: Concepts and Practice</i> 3 rd ed. Upper Saddle River, NJ: Prentice-Hall.</li></ul>
Unit 7: April 9 - 20, 2007	<b>Part Three: Education Policy</b> Education, Politics, and Policy Analysis <ul style="list-style-type: none"><li>• Kraft &amp; Furlong, Chapter 9, 10.</li><li>• Stahl, O. Glen. 1994. "A Public Service for the Twenty-First Century." In A. Farazmand (Ed.) <i>Handbook of Bureaucracy</i> . New York: Marcel Dekker.</li></ul>
Unit 8: April 23 - 30, 2007	Course Wrap up

Reference <http://www.valdosta.edu/mpa/classes/padm9090/schedule.html>

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