



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Spring 2016

1. Instructor, Joshua D. Hawley, Associate Professor, John Glenn College of Public Affairs (Office 250 Page Hall); Office Hours (Tuesdays and Thursdays before class)
2. Meeting date and time and classroom (Tuesday and Thursdays; 12:45-2:05); Location (Mendenhall 185)
3. PA3010: **Education Policy in a Changing World** (3 Credits)
4. Student Learning Goals and Objectives

This course provides an introduction to education policy for public sector leaders. The course provides an overview of the following topics: Education and the Economy; Education and Governance; Teaching and Learning in Education; and Student Outcomes. Through a review of key topics in education policy students are oriented to critical issues emerging over the course of the coming decades that will influence governments' ability to respond to changes.

The objectives of the course include the following; 1) developing an understanding of the role of government in education; 2) applying core skills in PPM to education, including budget-finance and policy analysis skills; and 3) offering an opportunity to learn about careers in education policy.

5. Course Description

As a cursory review of any newspaper will reveal, education is consistently one of the top public policy issues that all levels of government are forced to deal with on a regular basis. Education is among the most important and expensive of government responsibilities, Elementary and secondary education requires \$500 billion annually and involves all levels of government. Post-secondary education and training requires substantial funding from the federal government.

Improving the quality of compulsory schooling is seen as a requirement for preparing entry level workers who can compete in the global labor market. Higher education writ large, including traditional four year schools as well as community, technical colleges, and workforce agencies, are the center of many state budgets in recent years as states across the country attempt to build a highly skilled technical workforce.

Understanding the education sector is therefore critical to developing skills for leaders in the public sector. Public sector managers need to have a sense of both the political and economic foundations of

education policy, as well as the policy and budgetary process that supports educational practice. Moreover, without a firm grasp of some of the current educational policies, leaders will not be equipped to understand the ongoing legislative and policy issues.

6. Required Texts

Linda Darling-Hammond (2010). The Flat World and Education: How America's Commitment to Equity Will Determine Our Future. (ISBN: 978-0807749623).

Peter Demerath (2009) Producing Success (ISBN: 978-0226142418)

Paul Tough (2013) How Children Succeed (ISBN: 978-0544104402)

Harvard University Case Materials (<https://cb.hbsp.harvard.edu/cbmp/access/43437676>) (NOTE, you need to download the case materials from Harvard. The fee will be approximately \$15)

Other materials are available on the Carmen site.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

7. Course assignments include the following (including grading requirements)

Required memos (5), 25% of grade (Students will be required to compose 5 memos for policy makers on an education topic in the weekly readings. Assigned topics will be based on current education policy issues in the United States. Each memo will be 2-3 pages, double spaced. Memos will be turned in using Carmen and graded according to quality of the writing and summary of the specific issue selected for writing). The memo grades, however, will be pass/fail. If you turn in the memo you receive full credit for that memo. If you do not turn in the memo you do not receive credit. There is no makeup policy for the memos because they concern the discussion topic for the week and therefore require you to read the material for that week. Students should bring memos to class when they are due as well as posting them on line, because your colleagues will be reading/commenting on the memos. Rubric is in the appendix.

Critical Review (1), 25% of grade (Students are required to write 1 critical review on an education topic of their choosing. This document is a narrative format of approximately 15 pages, double spaced. Student proposals for the topic selection are **due Week 4** and the final review is **due 4/5**. Students are encouraged to develop a comprehensive understanding of the evidence surrounding an education policy topic (e.g., accountability/testing, schooling finance, teacher professional development, or standards) – and read from all sides of the issue. Grading will be based on my reading of your final paper. Rubrics are in the Appendix.

Board Observation/Report (1), 25% of grade. (Students will have the opportunity to visit at least 1 policy organization to observe board meetings or deliberations. The analysis document turned in after the visit

will report on the role of the organization, legal basis for the work/structure, and provide a summary of the policy issues raised during the board meeting that the agency/school district offered to the group). Guidelines/Rubric are in the appendix.

Quiz (2). 15% of grade. At two points during the term students will be asked to take a short in class quiz. The first quiz will cover material before Spring Break and the second class will cover the material after the break. Each quiz will require you to review readings and lecture materials for the class to that point. No make-up quiz will be allowed. If you do not take the quiz you will receive a zero for that portion of the grade.

Attendance, participation and discussion board work, 10% (Student attendance will be recorded and used as the basis for assigning 10% of the grade.). Part of the discussion grade is participation in the scoring rubric for your classmate presentations.

8. Due Dates for Assignments

Memos are due the day before class is scheduled. Quizzes are given on the Thursday class. Board Observation/Reports are due the following week (day of class) after the observation. The last date the board report (observation) can take place is April 17, 2016. The final date the board report can be turned in, therefore, is class April 19.

The following summarizes due dates

	January	February	March	April
Memos (25%)	1/26	2/2; 2/9; 2/16	3/1	
Critical Review (25%)		Topic (2/4)		4/5 Final Paper
Board Report (25%)		Report	Report	Report (by 4/19)
Quiz (15%)			3/10 (1)	4/21 (2)

9. Grading scale

93 – 100	A	80 - 82	B-	68 – 69	D+
90 – 92	A-	78 - 79	C+	64 – 67	D
88 - 89	B+	73 – 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

10. Attendance is required. I will be taking attendance each class. It is your responsibility to sign the attendance sheet. After missing 5 classes a student grade will be reduced a full letter grade, for instance from a B to a C or a B+ to a C+. Excused absences (for illness or job interview) are accepted and are not penalized. Just make sure you let me know.

11. Lap-tops, tablets and phones are not required for this class. Limit lap-top and tablet use in class for class purposes only (ex. note taking). Phones are not to be out or used in class except for cases of emergency. Please let me know if you need to have your phone out in class. If you think you may distract other students, consider sitting towards the back. If a student is distracting you, feel free to change seats.

12. Topical Outline of Weekly Content*

Date	Week/Topic	Reading	Assignment
1/12, 1/14	Course Overview Purposes of Education	1/14 – Guest: Dr. Kathy Lechman PD, Chapter 1-2 *Van Horn Chapter 1	
1/19- 1/21	Education History (topics; Religious Origins; State Development, Colonialism, Immigration, Cold War, Economic Competition)	LDH Chapter 1 *Tyack Chapter 1 (1-27) *Nation at Risk (1983)	
1/26- 1/28	Democracy and Schooling (topics; informal learning, child development, Dewey, Summerhill, alternative education, Creativity)	LDH chapter 2 PT Chapter 1-2 Other Resources *Summerhill Rules Statement (http://www.summerhillschool.co.uk/downloads/Summerhill-General-Policy-Statement.pdf) Free School, (http://vimeo.com/16115695)	Memo 1
2/2- 2/4	Education and the Economy (history of economic/education connections; Sputnik; economic development and education; recessions and education (1997 and 2008; Finland!; Dislocated workers; Work and life balance; Human resource development)	*Van Horn Chapter 5 *Grubb and Lazerson (1974), chapter?? *Rose (2005) (Introduction, chapter 1) 2/4 - Guest: Dr. Sunny Munn	Memo 2; Critical Review Proposal Due
2/9- 2/11	Comparing National Education Systems (K12 and Higher Ed) (purposes, curriculum, teaching, outcomes; International organizations; colonial legacy; economic competitiveness; Finland!)	LDH Chapter 6 Harvard Case on India Film: Two Million Minutes	Memo 3
2/16- 2/18	Teaching and Learning in Schools (Structure of teaching, professional development; labor unions; licensure; private school teaching; charter school teaching; teach for	PT 3-5 LDH Chapter 7 *Green (Building a better teacher) (2015), chapter 1	Memo 4

	America; KIPP; value added models; international comparisons)	<p>Guest:</p> <p>Other Materials TIMSS Videos of Learning (http://www.timssvideo.com/blog/timssvideocom-partners-zaption-bring-new-interactivity-timss-videos) – try the TIMSS Japan Video on math (YOU WILL NEED TO CREATE LOGIN)</p>	
2/23-2/25	Teacher Labor Force (systems of licensing; teacher training; alternative systems of certification; population models; collective bargaining; diversity and teacher training; teacher pensions; state bankruptcy)	<p>LDH Chapter 9</p> <p>*Loeb, Miller and Wyckoff (2015), http://edr.sagepub.com/content/44/6/347.full.pdf+html?ikey=mjV3.pJ6JLFHA&keytype=ref&siteid=spedr</p> <p>Harvard Case on Collective Bargaining</p> <p>Radio: http://www.thisamericanlife.org/radio-archives/episode/350/human-resources</p>	
3/1-3/3	Federal Policy (ESEA, NCLB, Obama’s Education Policy; STEM; Research Policy; Labor; Job Training; Higher Education; Financial Aid; Gainful employment rules)	<p>*Gordon (2015) “The changing federal role” PD Chapters 6-7</p> <p>Harvard Cases on Revenue and Expenditures</p>	Memo 5
3/8-3/10	State Policy (Historical; Pre-NCLB ESEA; NCLB; New Rules; Constitutional Issues; Charter schools; voucher programs; sex education; gifted education; assessment issues)	<p>LDH Chapter 5</p> <p>*Corcoran and Evans (2015) “Equity, adequacy and the evolving state role”</p> <p>*Huetteman (12/9/15) “Senate Approves Overhaul of NCLB Law” in NYT (http://www.nytimes.com/2015/12/10/us/politics/senate-approves-overhaul-of-no-child-left-behind-law.html?ref=topics&r=0)</p> <p>*Kirp (12/10/15), “Why the new education law is good for children left behind” in NYT</p> <p>*Klein (12/18/15), “Ed Dept Sketches Out Transition to ESSA from NCLB” in</p>	Quiz 1 (material through federal policy) 3/10

		EdWeek http://blogs.edweek.org/edweek/campaign-k-12/2015/12/ed_dept_sketches_out_transtio.html	
	SPRING BREAK (3/14-3/19)		
3/22-3/24	Local Policy/Cities (constitutional framework for schools; governance; funding of local schools; collective bargaining issues; regional governance issues; early childhood and workforce connections)	LDH Chapter 8 Harvard Note on Organized Labor Harvard Case on NYC	
3/29-3/31	Cross Cutting 1: Charter Schools/Choice (Friedman and vouchers; Minnesota and authorizers; conservatives and lobbying; legislative support; private voucher schemes; e-schools)	*Levin (2015) "Issues in Educational Privatization" *Friedman (The Role of Government in Education) *Prothero (12/17/15) "Wash. Court Ruling Could Be Roadmap to Charter Opponents in Other States" Education Week, http://www.edweek.org/ew/articles/2015/12/17/wash-court-ruling-could-be-roadmap-to.html *O'Donnell (11/30/15), "Online Schools are losing Support" http://www.cleveland.com/metro/index.ssf/2015/11/online_schools_are_losing_supp.html Film (Waiting for Superman)	
4/5-4/7	Cross Cutting 2: School Funding (K12 funding; equity; legal discussions;)	LDH Chapter 4 Resources: *School funding cases (Flores vs. Arizona, Brief Filed on Behalf of Petitioners and in support of neither party (Feb 26, 2009) School Funding Discussion (http://www.thisamericanlife.org/radio-archives/episode/534/a-not-so-simple-majority)	Critical Review Due (4/7)
4/12-	Cross Cutting 3: Common Core RIP	LDH Chapter 3	

4/14	(race to the top; gates foundation role; state vs. federal roles, assessment vs. curriculum regulation)	<p>*Common Core explained (http://www.edweek.org/ew/issues/common-core-state-standards/index.html?intc=highsearch)</p> <p>*Common Core's Big Test, http://www.edweek.org/ew/section/multimedia/map-common-core-2015-test-results.html</p> <p>*Porter et. Al, "Common Core Standards" http://edr.sagepub.com/content/40/3/103.short</p>	
4/19-4/21	Class Generated Topic 1		Quiz 2 (State Policy to Common Core)
4/26-4/28	Class Generated Topic 2 Career Discussions in Education	Guests: Panel from government and non-governmental agencies working on education.	

13. Academic Misconduct

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>

Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

14. Disability services.

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Appendix (Rubrics)

Rubric 1: Memo (Student-Student feedback) – Yes or No

1. Does the memo actually cover the material (written and other) required for the topic?
2. Does the memo summarize key arguments in the material required for this topic?
3. Does the memo make at least one point of synthesis (e.g., generating an individual opinion based on the key arguments)?
4. What is one thing the author could have done better to make the memo more successful? (Open ended)

Rubric 2: Critical Review (out of 25 points)

Papers are intended to be approximately 10 typed pages, double space, with 11-12 point font

1. The paper topic deals with a problem of policy or practice in a coherent manner (e.g., deals with “common core” or “graduation rate”). **5 points**
2. The paper uses at least 10 citations from recognizable sources that are either peer reviewed or published in newspapers/magazines. Citations need to be provided in the APA format in a bibliography. **5 points**
3. The paper is well written, forming a coherent research essay on the topic, and using standard written prose in third person. If there is any doubt on what “standard written prose” for academic writing, you might refer to a key journal article. The key, however, is that you see that the critical review is an argument based on the presentation of evidence, not a bulleted list or memo. **10 points**
4. The paper offers a summary of policies or recommendations. **5 points**

Rubric 3: Board Report (Out of 25 points)

5 pages, double spaced, written in first and third person in memo style

1. Summarize the organization in one page (what is it, what purpose does it have, what is the history of the organization, how does it relate to its environment) **(5 points)**.
2. Summarize the agenda for the meeting **(5 points)**.
3. Describe the interactions among the different groups at the board meeting **(5 points)**
4. What did you learn from this experience? How does this relate to the larger literature or issues we have been discussing in class? **(10 points)**