

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Public Affairs, John Glenn Sch
Fiscal Unit/Academic Org John Glenn Schl of Pbhc Affrs - D4240
College/Academic Group John Glenn School of Pub Aff
Level/Career Undergraduate
Course Number/Catalog 3110
Course Title Education Policy in a Changing World
Transcript Abbreviation EdPolCngWld
Course Description This course provides an introduction to education policy for public sector leaders and an overview of the following topics: education and the economy; education and governance; teaching and learning in education; student outcomes; and career opportunities in education policy.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 44.0401
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Upon completion of this course, students will:
- Develop an understanding of the role of government in education
- Be able to apply budgeting and analytical skills to education policy.
- Be better oriented to critical issues in education policy that will influence governments' ability to respond to change.

Content Topic List

- Education and the economy
- Education in a democracy
- Comparison of national systems of education
- Diversity and population change
- Governance and education
- School funding and public finance
- Collective bargaining and teachers
- Higher education and economic development

Attachments

- PUBAFRS 3110.docx: Syllabus

(Syllabus. Owner: Adams, Christopher John)

Comments

- This course will be a required class in a proposed new public affairs specialization track, and can be used as an elective in the existing tracks. *(by Adams, Christopher John on 01/13/2014 04:00 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams, Christopher John	01/13/2014 04:01 PM	Submitted for Approval
Approved	Baer, Jillian L	01/13/2014 05:17 PM	Unit Approval
Approved	Brown, Trevor Laurence	01/13/2014 05:21 PM	SubCollege Approval
Approved	Brown, Trevor Laurence	01/13/2014 05:23 PM	College Approval
Pending Approval	Johnson, Jay Vinton Christy, Ann Denise Soave, Melissa A	01/13/2014 05:23 PM	OAA Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	01/14/2014 04:21 PM	Ad-Hoc Approval

1. Instructor, John Glenn School of Public Affairs
2. Meeting date and time and classroom
3. PA 3110 : 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

Mike Rose (2009), *Why School? Reclaiming Education for All of Us* (New Press)

Claudia Golden & Lawrence Katz (2010) *The Race Between Education and Technology* (Harvard U. Press)

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

Case Analyses (3), 30% of grade

Site Visit Analysis (2), 25% of grade

Attendance, participation and discussion board work, 20%

8. Due Dates for Assignments

Memos are due the day before class is scheduled. Case analyses are due the day *after* class when the case is discussed. Site visits are due the following week (day of class) when site visits take place.

9. See # 7

10. A 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-		

11. Attendance is required. If students do not attend they will lose 2 points per class for non-attendance. 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.

12. Topical Outline of Weekly Content*

Week 1: Education and the economy 1	Golden & Katz (chapters)
Week 2: Education and the economy 2	Golden & Katz (chapters)
Week 3: Education in a democracy 1	*Dewey (Democracy and Education); *Gutman (Democratic Education)
Week 4: Site Visit (Charter school)	None
Week 5: Education in a democracy 2	Rose (Chapters)
Week 6: Comparison of national systems of education	Video (The Finland Phenomenon) *Wagner (The Global Achievement Gap)
Week 7: Diversity and population change	Guest Lecture, Dr. John Casterline, IPR or Dr. Marlene Lee (Population Reference Bureau)
Week 8: Governance and education 1	*Friedman (The Role of Government in Education)
Week 9: Governance and education 2	TBD
Week 10: School funding and public finance	TBD
Week 11: Collective bargaining and teachers	TBD
Week 12: Higher education and economic development	Golden & Katz (Chapters)
Week 13: Site Visit 2 (University or Community College)	Rose (Chapters)
Week 14: Mock interviews	Participation by Ohio Dept. of Education

*Stared items are available in a reading packet to be bought.

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.

Please feel free to adjust this statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference; please feel free to remove the underlining at your discretion.

(ADA recommended 16 point font):

“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/>.”