

The Evergreen State College
Master of Public Administration Program
Education Policy (4 credit elective)
Fall Quarter 2012

DRAFT Syllabus

Faculty: Kathe Taylor, Ph.D., Adjunct
Meets: Weekends: October 5-7 (5-9 Friday; 9-5 Saturday/Sunday); October 26-28 (5-9 Friday; 9-5 Saturday/Sunday)
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Several overarching “big questions” will frame the class:

- What is the state’s role in providing—and accounting for—the education for its citizens, and
- Is it the responsibility of a public education system to prepare every student to go to college?

In the process of exploring these questions, we will touch on early learning, K-12, and higher education policies, analyzing selected education policies from national, state, and local levels as a way of understanding what education policy is, who makes it, what its intended outcomes are, how it is implemented, and whether it works.

The first weekend will focus primarily, although not exclusively on the K-12 sector; the content of the second weekend will be determined largely by students’ interests (e.g., if many people are interested in early learning or higher education, we’ll focus on early learning and higher education!). There is no shortage of education policy issues to explore!

Outcomes. Students will be able to:

- Demonstrate an understanding of education policy creation, analysis and implementation.
- Describe how key laws have impacted education policies
- Analyze how education policies define public education
- Evaluate selected early learning, K-12, and higher education policies for their intended and unintended outcomes
- Apply learning from the study of education policy to other policy arenas

Required Texts:

- *Death and Life of the Great American School System*—Diane Ravitch (2010; paperback version available 2011)
- *Riptide: The New Normal in Higher Education*—Dan Angel and Terry Connelly (2011)

Preparation for First Weekend:

Policy papers available on the Internet will be assigned for reading and seminar discussion. In preparation for the first weekend, please read/review:

- 1) Diane Ravitch’s “Death and Life of the Great American School System”
- 2) McCleary vs. State of Washington Supreme Court Case filed January 5, 2012:
http://www.mrsc.org/wa/courts/index_dtsearch.html

- 3) Article IX (Education) of the Washington State Constitution:
<http://www.leg.wa.gov/LAWSANDAGENCYRULES/Pages/constitution.aspx>
- 4) *The Failure of American Schools*—Joel Klein (June 2011):
<http://www.theatlantic.com/magazine/archive/2011/06/the-failure-of-american-schools/308497/1/>
- 5) Washington Initiative Measure No. 1240:
http://sos.wa.gov/assets/elections/initiatives/FinalText_274.pdf
- 6) The Common Core State Standards website: <http://www.corestandards.org/>
- 7) *The “Tipping Point” Research*. Washington State Board for Community and Technical Colleges. Research Report #06-2. 2005.
http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-2_tipping_point.pdf
- 8) *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Harvard Graduate School of Education. February 2011
http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf
- 9) *The College Advantage: Weathering the Economic Storm*. Anthony Carnevale and others. 2012.
<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/CollegeAdvantage.FullReport.081512.pdf>

Evaluation/Assignments.

Students will be expected to:

- Read all assigned papers/texts in preparation for class, and participate during class
- Self-assess contributions to the process and substance of seminar
- Prepare and present a 5-7 page policy brief plus annotated bibliography that identifies a problem in education (and the data that supports the assertion that it is a problem); describes a Washington state policy intended to address the problem; identifies the authorizing and implementing bodies (who created the policy; who is implementing it); and analyzes the impact of the policy. DUE: October 28, 2012
- Complete a self-evaluation.

Class Format

Classes will be a combination of lecture and seminar, with a premium on active learning experiences. Invited guests will lend their expertise each weekend. Students' interests will determine the specific topics to be addressed in the second weekend, and the relative emphasis on K-12, higher education, and early learning policy.

October 5-7 (will be refined)

Friday, October 5:

- Introductions and identification of education policy interests of class members
- Guest Speaker: What is the relationship of education policy and the law?

Saturday, October 6:

- Guest Speakers will help us explore: What is basic education, and why is Washington's Supreme Court involved in it? And, what do standards, assessment and accountability have to do with education?

Sunday, October 7:

- What are the pros and cons of charter schools? We'll watch "Waiting For Superman," and seminar on the documentary and the following texts: Diane

Ravitch, *Death and Life of the Great American School System*, Joel Klein's *Failure of American Schools*, Initiative 1240

- What are the major education policy boards in Washington and how do they shape Washington's approach to education?
 - Team review of policy board websites
- What are the policy implications of college preparation? (possible guest speaker)

Agreements:

Students **will come prepared to class, attend every class meeting and be on time, actively participate in all class activities, and submit assignments on time.** All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Students will receive four (4) credits at the completion of the course if all expectations and requirements have been successfully met/completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete assignments, and completing assignments late may be grounds for denial of credit. No partial credit will be given.

Students are required to submit a self-evaluation and a faculty evaluation. You can submit faculty evaluations to your faculty sponsor via email or the MPA program secretary at lab2support@evergreen.edu.

Faculty will come prepared to class, follow through on commitments, be available to students by appointment, respond to email/Moodle posts w/in a reasonable timeframe, and, to the best of her ability, design and deliver a high quality learning experience.

Format of Assignment Submissions: All papers will be submitted via the Moodle website and all communication/feedback regarding submissions will be conducted via Moodle. Therefore, it is imperative that you regularly check email and the Moodle site. All papers must meet assignment parameters and cite works using the American Psychological Association (APA) citation format (<http://webster.comnet.edu/apa/>). All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. Check assignment details for each submission.

Accommodations will be provided for any student who desires them through Access Services, the Writing Center, and/or the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy: <http://www.evergreen.edu/policies/g-studentada.htm>

Other Expectations of Students and Faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; discuss any problems involving others in the learning community directly with the individuals involved. We abide by the social contract (<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>), the student conduct code (<http://www.evergreen.edu/studentaffairs/studentconduct.htm>) and the non-discrimination policies and procedures at TESC (<http://www.evergreen.edu/policies/g-nondiscr.htm>).

