

Education Policy I
(Public Policy 833:685:16226)
Edward J. Bloustein School of Planning and Public Policy
Rutgers, The State University of New Jersey
Fall 2009
Monday 4:20-7:00 pm,
Civic Square Building, Room 170

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Office Hours: Monday 2:30-4:30 pm, Tuesday 3:00-5:00 pm

COURSE DESCRIPTION

Purpose/Goal:

The purpose of this course is to provide an overview of educational policy from a developmental perspective that spans birth through adulthood. We will examine the historical traditions and practices that have shaped our current education system and/or policies. The goal for this course is for you to use your reading, writing, reasoning, and discussion skills to develop a novel problem-solving approach to addressing the long-standing and forthcoming issues facing the American educational system.

Course Objectives:

At the end of this course, students will be able to:

1. Describe how education policies affect individuals from various economic, cultural, and ethnic groups
2. Explain the cultural values and historical events that have shaped our current education system
3. Interpret, evaluate, and critique federal, state, and local legislation regarding education policies during preschool, grades K-12, and post-secondary education
4. Interpret and evaluate empirical research, theoretical perspectives, policy reports, and demographic data that can be used for educational policy making.

Required Texts:

Fowler, F. C. (2009). *Policy Studies for Educational Leaders: An Introduction*. (3rd Edition). Boston: Allyn & Bacon.

Spring, J. (2007). *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. Boston: McGraw Hill

Additional readings for the course consist are available on Sakai:

<https://sakai.rutgers.edu/portal>.

COURSE POLICIES

Rutgers University's Academic Integrity Policy:

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. The University's Academic Integrity Policy can be found at: <http://academicintegrity.rutgers.edu/integrity.shtml#>. For additional information, you will find the Bloustein School's perspective on academic misconduct on the last page of this syllabus.

Special Needs:

If accommodations are needed for a disability, you should notify me during the first week of class and provide me with a Letter of Accommodation (LOA) that describes the accommodations you need. In order to be provided with accommodations, you need to be registered with the Office of Disability Services (732-932-2848; <http://disabilityservices.rutgers.edu>). For more information, undergraduate students should contact the Dean of Students Office at their colleges; graduate students should contact Steve Weston, Assistant Dean, room 186, ext. 753.

Student Responsibilities:

Compliance to the following guidelines will ensure that each student benefits from class meetings and activities:

- a. You are expected to follow the Rutgers Academic Integrity Policy.
- b. You are expected to respect the views, opinions, and experiences of your classmates. Everyone is allowed equal opportunity to share his/her views in a non-threatening, non-insulting manner.
- c. You are expected to be non-disruptive during class. Side conversations, verbal insults, reading non-related course material, working on your computer, or listening to music is distracting to other students and the instructor. All cellular phones and pagers must be silenced or turned off during class time. Students who actively disrupt the class will be dismissed and granted an unexcused absence for the class session.

Preparation:

Readings will be assigned for each class period. It is essential that you read the material prior to each class. Preparation also includes being informed about what is happening in class. To stay informed, you must check your Rutgers email and check our course Sakai site. I will communicate with you via these mechanisms, and it is your responsibility to check them regularly in order to ensure that you stay informed.

Participation:

Your success in this course will depend on your active class participation, and you are expected to contribute to discussion on a daily basis. In order to do so, you must come to class prepared. Assigned readings for the day must be completed before class. You are strongly encouraged to ask questions and engage in discussion in order to gain a better understanding of the course material. Class participation also includes being able to listen quietly and respectfully to the ideas of others.

Attendance & Punctuality:

Attendance will not be taken on a regular basis. If you plan to be absent, you must notify me of this absence beforehand and turn in all assignments on the day they are due. Students are expected to arrive to class on time. Repeated tardiness will result in grade deductions.

Late Assignments:

Late assignments will not be accepted without prior permission to turn them in late. In order to receive permission, you must notify me via email at least *24 hours prior* to the scheduled day the assignment is due. Permission will only be granted for reasons due to illness, death, or participation in an official university activity. Those who have permission to turn in assignments late can turn them in without penalty for up to one week after the assignment's due date. Assignments that are not turned in within one week of the scheduled due date will not be accepted. Assignments that are late without permission will not be accepted.

GRADING & EVALUATION POLICIES

Punctuality: If you are repeatedly late, 2 points will be deducted from your grade per occurrence of tardiness.

Discussion Questions: You are required to turn in one discussion question for **each** of the assigned readings . (You do not need to create discussion questions for the supplemental readings.) These questions will be used to generate class discussion. They should be formatted as a question you pose to the group, but along with your question you should provide a *rationale* (e.g. criticisms or insights you have about the readings). Each discussion question and rationale should be no longer than 1 typed page, but may be as brief as 200 words per question and rationale. We will use these questions to generate class discussion, and you will turn them in at the end of class. You will be given 10 points per class for turning in these discussion questions. If you are absent, you are not eligible to turn in discussion questions for that day, and you will receive 0 points.

Policy Critique: You will be asked to complete a policy critique based on the readings for the course and a section of a piece of legislation that is posted on sakai. In this critique, you will combine at least 5 readings for the course that address the same theme/topic/issue, as well as additional peer-reviewed, popular press, and policy brief articles/manuscripts. Policy critique is worth 100 points each. As part of the larger Policy Critique assignment, you will be required to complete a 2-3 page summary piece of the part of the legislation you will focus on. For an example, you should use the Summary of the Early Learning Challenge Grants prepared by the National Women's Law Center. This Summary of Legislation is due before the policy critique and will ensure that you have a complete understanding of your policy. It is worth 35 points.

Professional Portfolio: As part of this course you will be required to keep a professional portfolio. This portfolio has several purposes. First, it is intended to help you gain a better understanding of what issues in public policy are most interesting to you. You will

accomplish this by responding to the various “career reflection” questions I give you. Second, it is intended to help you keep track of your professional experiences. You will accomplish this by including an updated resume that explains your professional experiences related to public policy. Third, it is intended to help you gain insight into what you want to do in the future. You will accomplish this by keeping track of potential organizations or institutions you might want to work for and describing what skills you will need to work in those institutions. This portfolio is worth 25 points.

Knowledge-based Essay Questions: For your take-home exam, you will be required to pick 5 questions from a list that I give you. You will write responses to your chosen questions. These responses should be no more than 500-750 words in length. You will draw on the readings from the course to answer these questions, using appropriate APA style in-text citations. A guide to APA style is included on Sakai. Each question will be worth 20 points, for a total of 100 points for the entire assignment.

Grading: A percent score will be determined from the final point accumulation and a grade will be given based on the following distribution:

Point Accumulation Chart	Final Grade Distribution
Discussion Questions = 110 pts	A = 90% - 100%
Knowledge-based Essay Questions = 100	B+ = 87% - 89%
Policy Critique = 100 pts	B = 80% - 86%
Professional Portfolio = 25 pts	C+ = 77% - 79%
Summary of Legislation = 35 pts	C = 70% - 76%
Total = 370 pts	D = 60% - 69%
	F = Below 60%

TENTATIVE COURSE SCHEDULE

Unit A: Defining Policy & Understanding the Issues

Class 1 (Sept 8, Tuesday):

Chapter 1 (Fowler) – Defining Policy

Loeb, Rouse, & Shorris (2007) – Issues in Education

Rouse, Brooks-Gunn, & McLanahan (2005) – School Readiness

Unit B: Understanding the Structure & History

Class 2 (Sept 14): Economy

Chapter 3 (Fowler) – Economy & Demographics

Sawhill (2006) – Education as Opportunity

Beller & Hout (2006) – Intergenerational Mobility

Due: Discussion questions

Class 3 (Sept 21): Power & Oppression: Institutions

Chapter 2 (Fowler) – Power and Education Policy

Deculturalization and the Struggle for Equality

Due: Discussion questions

Class 4 (Sept 28): Power & Oppression: Psychology Frameworks

Adams et al. (2008) – Beyond Prejudice

Sears (2008) – American Color Line

Acting White

Due: Discussion questions

Class 5 (Oct 5th): Power & Oppression: Views of Poverty

Ryan (1971) – Blaming the Victim

Bradshaw (2006) – Theories of poverty

Aber et al. (2007) Poverty and Child Development

Due: Discussion questions

Unit C: How to Change the System

Class 6 (Oct 12): Describing the Game and Naming the Players

Chapter 4 (Fowler) – Political System

Chapter 5 (Fowler) – Values & Ideology

Chapter 6 (Fowler) – Policy Actors

Chapter 7 (Fowler) – Agenda Setting

**Speaker: Ellen Frede, Ph.D., Co-Director of NIEER

Due: Discussion questions

Supplemental Readings:

Howell & Miller (1997) – Sources of Funding

Augenblick, Myers, and Anderson (1997) – Equity in School Funding

Class 7 (Oct 19): Current System & How to Make Changes

Chapter 12 (Fowler) – US Education Policy

Chapter 8 (Fowler) – Policy Formation & Adoption

Chapter 10 (Fowler) – Policy implementation

Five Trends in Schools

****Speaker:**

Due: Summary of Legislation

Supplemental Readings:

Monk (1997) -- Funding

“All Children, All Communities”

Unit D: What Needs to Change

Class 8 (Oct 26): Staffing Policies

Lavy (2007) – Teacher Pay

Jacob (2007) – Staffing in Urban Schools

Hanuschek & Rivkin (2007) – Teacher Quality & Pay

Due: Discussion questions

****Speaker:** Tonya Coston, *NJ Department of Education*

Supplemental Readings:

Darling-Hammond & Sykes (2003) – Teacher Quality

Class 9 (Nov 2): Early Childhood Education

Heckman & Krueger (2003)

Muenchow & Marsland (2007) – Child Care

Executive Summary Head Start Partnership

Yoshikawa (1994) – Prevention as Cumulative Protection

Due: Discussion questions

Supplemental Readings:

Student Aid and Fiscal Responsibility Act

Early Learning Challenge Grant Summary

Class 10 (Nov 9): K-12

Hanuschek & Rivkin (2009) – School Quality & Achievement Gap

Zimmer & Buddin (2006) – Charter Schools

S Mattison & Aber (2007) -- Racial Climate and Achievement

Ceci & Papierno (2005) – Rhetoric and Reality of Closing the Gap

Due: Discussion questions

Class 11 (Nov 16): Higher Education

Haveman & Smeeding (2006) – Higher education admission

Smith & Crosby (2008) – From Desegregation to Diversity

Kane (2003) – Alternatives to Affirmative Action

Due: Discussion questions & Professional Portfolio

Supplemental Readings:

Chaplin & Klaslik (2006) – Gender and Racial Gaps in Higher Education

Unit D: Other Important Factors

Class 12 (Nov 23): Assessment

Rock & Stenner (2005) – Assessment in Early Childhood

Croizet (2008) -- Assessment and Discrimination

Adedi et al. (2004) – Assessment for English Language Learners

Sternberg et al. (2005) – Intelligence, Race, & Genetics

Due: Discussion questions

Class 13 (Nov 30): Schools Role in Health

Story, Kaphingst, & French (2006) – Schools & Obesity Prevention

Santelli et al. (2006) – Sex Education

Atkins et al. (2006) – School-based mental health services

Due: Discussion questions

Supplemental Reading:

Kirby & Laris (2009) – STD Curriculum

Unit D: How to Evaluate the System

Class 14 (Dec 7):

Goertz (1999) – Excellence for All

Chapter 9 (Fowler) – Policy instruments & cost effectiveness

Chapter 11 (Fowler) – Policy evaluation

****Speaker:** Adele Robinson, *NAEYC*
Due: Policy Critique

*****Classes end on Dec 11th**

Academic Misconduct: A Bloustein School Perspective

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. For example, it is presented on pages 545-547 in the New Brunswick Undergraduate Catalogue for the years 2003 through 2005 and on pages 16-18 of the Edward J. Bloustein catalogue for the years 2003 through 2005. We are not repeating that material here. Note, however, that penalties for misconduct can range from failing an assignment/exam or dismissal from the university.

The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject.

Pressure is the second common reason for academic misconduct. Students, faculty, every one of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction.

The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.

Instructions for Policy Critique

- Your paper must be no greater than 15 pages typed, double-spaced, with 1-inch margins and 12 point font. As a policy maker, it is important that you learn to write policy memos/critiques/briefs that are short and to the point yet still contain all the needed information. I will not accept a paper that is longer.
- You need at least 6 new references, meaning they cannot be readings assigned in class. You must have 2 popular press articles (e.g., newspaper or magazine); 2 empirical research articles that have been published in academic journals; 2 articles/readings from government sponsored research projects, advocacy groups, or think-tanks. Suggestions for where to locate ideas for think-tanks or advocacy groups are in the Fowler book. You will have a minimum total of 11 references.
- Be sure your critique answers the following questions:

What: What is your policy about? What was it designed to do?

How: What government agency is responsible for collaborating or helping to oversee the policy or intervention? How is the policy/program funded? How is it going to address the social/educational problem?

Who: Who is this program targeted at? What are the specific problems facing the target population? Are these problems recent or long standing? Is the target population stigmatized in any way? Why or why not might the general public be motivated to help the people that the policy is targeted towards?

Why: What problem is it going to address? Why is there a problem to begin with?

When: What is the history behind the policy? Have similar policies been enacted in the past? Has this problem been addressed in the past? How was it addressed in the past and was it successfully addressed?

- Suggestion for Organizing your paper:
 - History/Background Section: (appx 4-5 pages)
 - Explain why the policy is needed. Answering the “what,” “how,” and “why” questions.
 - Explain how the policy came about. Were there similar policies before this one? Was it the result of advocacy groups or was it government initiated? Answer the “when” question.
 - Target population: (appx 2-3 pages)
 - Answer the “who” question.
 - Critique of Policy: (appx 6-7 pages)
 - What are the shortcomings of the policy? What are the strengths?

- Is this policy conducive to the needs and circumstances of the people it is designed to serve? Why or why not? If not, then what about the policy needs to be changed in order to make it more conducive to people's needs.
- Is the policy working? Is it doing what it intended to do? Why or why not? If it is working, then explain in what areas it is successful. If it is not working, then explain what it could do better. When making suggestions, be sure that these suggestions are grounded in literature and data (e.g., they are well-thought out, educated, and practical/realistic suggestions). You are free to have multiple suggestions on what the policy could do better.