# Course Description

This course provides an analysis of educational policy and research as it relates to the organization, governance, and delivery of educational services in the United States. Students shall examine the role of the federal government, state departments of education, and intermediate education units. They will also analyze local school districts, charter schools, private schools, higher education, nonprofit organizations, and schools for profit, with an emphasis on identifying the underlying influences that drive them. Models for the organization and delivery of educational services will be analyzed. Major issues explored and analyzed in this course include school finance and equitable school funding, trends in Pre-K–12, and higher education policy and practice. Students will also explore the changing role of large and small school districts, private schools, charter schools, colleges and universities, and educational providers of all sorts.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Program Learning Outcomes (PLO)**

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Describe the educational historical context and policies that developed education from kindergarten to university.
* **CLO2:** Evaluate school funding models and budget administration across all levels, institutions, and states.
* **CLO3:** Analyze the political, philanthropic, and market influences on the educational system.
* **CLO4:** Describe how educational systems are structured and organized across all levels, institutions, and states in a way that delivers effective education.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Bastedo, M., Altbach, P., Gumport, P. (2016). *American higher education in the twenty-first century: Social, political, and economic challenges*. (4th. ed.). Baltimore, MA: The Johns Hopkins University Press.

ISBN-10: 1421419904 ISBN-13: 978-1421419909

Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's schools*. New York, NY: Alfred A. Knopf. ISBN-10: 0345806352 ISBN-13: 978-0345806352

Russakoff, D. (2016). *The prize: Who’s in charge of America’s schools?* New York, NY: Houghton Mifflin Harcourt. ISBN-10: 0544810902 ISBN-13: 978-0544810907

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: Trends in Education | 75 | <insert due date> |
|  | Discussion: Sustainable Trends | 75 |  |
|  | Research Project: Research Guiding Questions | 50 |  |
| **Week 2** | |  |  |
|  | Discussion: Privatization in K–12 and Higher Education | 150 | <insert due date> |
|  | Research Project: List of References | 50 |  |
|  | Research Project: Presentation and Discussion | 250 |  |
| **Week 3** | |  |  |
|  | Discussion: Predicting the Future | 50 | <insert due date> |
|  | Research Paper | 300 |  |
|  | |  |  |
| **Total Points** | | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week One (online): The Development of Challenges to Education in the United States** | | | | |
| ***Learning Objectives*** | | ***Alignment*** | | |
| * 1. Explain the development of public elementary and secondary school systems since 1980. | | CLO1 | | |
| * 1. Examine the development of private schools and school systems since 1980. | | CLO1 | | |
| * 1. Analyze the development of special education since 1975. | | CLO1 | | |
| * 1. Evaluate the development of public and private higher education since 1980. | | CLO1 | | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** | |
| **Program Welcome**  **View** the “[EDU801 - Welcome](https://gmercyu.ensemblevideo.com/hapi/v1/contents/permalinks/p2F8Cmn6/view)” video by Dr. Ray Bandlow, the Program Chair for the Ed.D. in Educational Leadership Program. | | N/A |  | |
| **Course Welcome and Introductions**  **View** the course introduction posted by your instructor.  **Post** a brief biography introducing yourself in the Course Bios discussion forum.  **Respond** to 3 of your peer’s posts by 11:59 p.m. (EST) on Sunday. | | N/A | Discussion: **1 hour** | |
| **Readings and Videos**  **Readings**   * Ch. 1 & 3 of *Reign of Error* * *The Prize* * Ch. 1–2 of *American Higher Education in the Twenty-First Century* * "[Zuckerberg Talks Personalized Learning, Philanthropy, and Lessons from Newark](https://www.edweek.org/ew/articles/2016/03/07/zuckerberg-talks-personalized-learning-philanthropy-and-lessons.html)," by Benjamin Herold via *Education Week* * Gagnon, D. J., Mattingly, M. J., & Connelly, V. J. (2017). The restraint and seclusion of students with a disability: Examining trends in U.S. school districts and their policy implications. *Journal of Disability Policy Studies, 28(*2), 66–76.   **Videos**   * [How does the school system determine if a child has a disability?](https://www.youtube.com/watch?v=SFl_GanGtf4) * [Reimagining Disability & Inclusive Education by Jan Wilson](https://www.youtube.com/watch?v=CtRY_1mZWWg) | | 1.1, ULO5 |  | |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A | |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  | |
| **Research Project: The Influence of Billionaires on Educational Policy and Services**  Some billionaires seek to influence educational policy and the organization and delivery of educational services in the United States. They may do so through foundations they create or political alliances they foster. During this course, you will be assigned one such individual or couple, uncover their agenda (especially their education agenda), critically examine initiatives and the belief system or ideology that drives them, and assess the impact they have had or may have on educational policy and practice.  The individuals to be studied are:   * Bill and Melinda Gates (Gates Foundation) * Eli and Edythe Broad (Broad Foundation) * Current Federal Secretary of Education   At the end of this course you will have completed the following:   * Week One: Influential person or couple Assignment and Research Guiding Questions (as a team) * Week Two: List of References (as a team) * Residency I: Live Presentation (as a team) * Week Three: Research Paper (individual)   *Note*: This project has both team and individual components. Your instructor will assign the teams. Review the assignment instructions each week for detailed instructions. | | CLO3, CLO5 |  | |
| **Internet Access During your Residency I**  You will have Internet access in the classrooms during your Residency I. Plan to bring a laptop or mobile device with Internet capabilities so that you may access the resources and materials needed. | | N/A |  | |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | | ***AIE*** |
| **Discussion: Trends in Education**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How do trends in higher education and Pre-K–12 education (including services for students with disabilities) in the time since 1980 compare?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2, 1.3, 1.4, ULO5 | | Discussion: **1.5 hours** |
| **Discussion: Sustainable Trends**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Are the trends in higher education and Pre-K–12 education sustainable? Provide rationale for your response.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2, 1.4 | | Discussion: **1.5 hours** |
| **Research Project: Research Guiding Questions**  **Review** the research guiding questions below:   * How and why did U.S. higher education evolve from college for only the elite to college for the masses to college for all? * Is higher education a public good or an individual good? How does the answer to that question impact the funding of higher education? * What are the implications of the privatization movement? Consider the impact of the following:   + The university as entrepreneur   + The academic capitalist regime   + Higher education for profit   **Identify** 3–4 research-guiding questions with your team.  **Submit** the organization your team selected with your research guiding questions by Thursday 11:59 p.m. (EST). Submit individually though the submission will be the same for each member of a team. | | 1.1, 1.2, 1.3, 1.4 | | Group Discussion & Private Post: **2 hours** |
| **Total** |  |  | |  |

# Faculty Notes

**Research Project**

* You will establish teams of 3–5 students using the process for assignment in BlackBoard. If you are unfamiliar with this process, review the Faculty Course Checklist for Creating Groups of Students ([https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/r8ZMc43K/view](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcloud.ensemblevideo.com%2Fhapi%2Fv1%2Fcontents%2Fpermalinks%2Fr8ZMc43K%2Fview&data=02%7C01%7Ckwasiyo%40synergiseducation.com%7C4241f116ed4e47a8ee9608d666b48fa8%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636809323036922324&sdata=lGBKAAYWJea4aXblrIeqEbxHcsPoLjSMwx8WX3azPIk%3D&reserved=0))
* Assign the group discussion forums, and make sure all students know to which group they are assigned.
* Post an announcement identifying the teams by Monday.

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| **Week Two (online & on-ground): Competing Resources and Educational Policy** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify how the premises that underlie resource distribution are changing in elementary, secondary, and higher education. | CLO2 | |
| * 1. Analyze the validity of the perception that special education competes with general education for resources. | CLO2 | |
| * 1. Evaluate the growth of privatization and its increasing influence in educational policy. | CLO3 | |
| * 1. Compare how nonprofit and for-profit organizations are driving state and federal educational policy on all levels. | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 5–7, 31, & 32 of *Reign of Error*. * Ch. 12 & 16 of *American Higher Education in the Twenty-First Century* * D. Woodard. (2013). [“The Corporate Takeover of Public Education”](http://www.huffingtonpost.com/diann-woodard/the-corporate-takeover_b_3397091.html). *The Huffington Post*. * Winters, M. A., & Green, P. (2007). [“Debunking a Special Education Myth”](http://educationnext.org/debunking-a-special-education-myth/). *EducationNext*. * [Privatizing Free Tuition Will Help Relieve Our Nation's Fiscal Overreach](https://www.forbes.com/sites/richardvedder/2018/06/11/privatizing-free-tuition-will-help-relieve-our-nations-fiscal-overreach/#36951bf76c1d) by Richard Vedder. * [Privatization in American Education: Rhetoric vs. Facts](https://www.educationnext.org/privatization-american-education-rhetoric-vs-facts/) by Martin R. West | 2.1, 2.2, 2.3, 2.4 |  |
| **Readings for your Residency I**  **Read** the following articles:   * Hayden, M. (2011). [Formula to fund Indiana public schools gets overhauled](http://www.indianaeconomicdigest.net/main.asp?SectionID=31&subsectionID=135&articleID=59770). *Indiana Economic Digest*. * Satullo, S. K. (2014). [Charter school advocates warn new special ed funding in Pennsylvania will decimate system](http://www.lehighvalleylive.com/breaking-news/index.ssf/2014/04/charter_school_advocates_warn.html). *Lehigh Valley Breaking News*. * *The Ledger*. (2014). [School Funding in Florida: Upgrade Public Schools](http://www.theledger.com/article/20140504/EDIT01/140509785?p=1&tc=pg). Author. * Gabor, A. (2015). [The myth of the New Orleans school makeover](http://www.nytimes.com/2015/08/23/opinion/sunday/the-myth-of-the-new-orleans-school-makeover.html). *New York Times*. * Chait, J. (24 August, 2015). [How New Orleans proved urban-education reform can work](http://nymag.com/daily/intelligencer/2015/08/how-new-orleans-proved-education-reform-can-work.html). *Daily Intelligencer/The National Interest.*   *Note*: These articles will be utilized during your Residency I. It is **required** that you bring an Internet-capable (Wi-Fi) device to your residency so that you may access these articles, as needed. | 2.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Privatization in K–12 and Higher Education**  **Select** one of these options to discuss:privatization in K–12 or privatization in higher education  **Respond** to the following discussion questions in the Privatization in K–12 and Higher Education discussion forum by Thursday 11:59 p.m. (EST):   * How is the privatization movement changing both public and private education? * Ravitch believes that the privatization movement is driven not by an interest in students. Do you agree or disagree? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | 2.2, 2.3 | Discussion: **1.5 hours** |
| **Research Project: List of References**  **Create** a list of references for your teams’ assigned institution.  **Identify** 10 sources that may be useful for answering your research-guiding questions. Appropriate references include books, news or journal articles, websites, and official documents.  **Submit** your list of references as a team by Friday 11:59 p.m. (EST). | 2.1, 2.2, 2.3, 2.4 | Group Discussion & Private Post: **2 hours** |
| **Research Project: Presentation and Discussion**  During Residency I, you will deliver a presentation of your team’s research and findings. You will have time on Saturday to work with your team. You will deliver the presentation on Sunday and submit it in BlackBoard.  **Prepare** a 10- to 20-minute presentation that summarizes your team’s research and findings. You may use presentation software of your choice, such as Microsoft® PowerPoint or Prezi.  **Submit** your presentation individually by 11:59 p.m. (EST) on Sunday. The submission will be the same for each member of your team. | 2.1, 2.2, 2.3, 2.4 | Presentation: **3 hours** |

# Faculty Notes

**Residency I**

* Review the Residency One – Topics and Daily Schedule document available on BlackBoard.
* The residency will take place Friday through Sunday of Week Two and consists of 26 hours of instruction:
  + Friday: 5-hour session
  + Saturday: 10.5-hour session
  + Sunday: 10.5-hour session
* For the Transformation Leadership Exercise listed on the schedule, see the Leading Change in Schools Document.

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| **Week Three (online): Assessing the Impact of Schooling** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| 1. Identify trends in the organization and delivery of elementary and secondary education in urban and suburban settings. | CLO4 | |
| 1. Describe the trends in the organization and delivery of higher education in the public, private, and for-profit settings. | CLO4 | |
| 1. Compare the trends of urban and suburban settings in the organization and delivery of education. | CLO4 | |
| 1. Compare the trends in the organization and delivery of higher education in the public, private, and for-profit settings. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Ch. 5, 6, 9, & 10 of *American Higher Education in the Twenty-First Century* * Ch. 16–18, 26, & 33 of *Reign of Error* * Duvall, H. (2011). [New study reveals trends in urban-school progress and possible factors behind improvement](http://cgcs.org/cms/lib/DC00001581/Centricity/Domain/29/Pieces_of_Puzzle_Study.pdf). *Council of the Great City Schools*.   **Videos**   * [What we’re learning from online education (20:34)](https://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education) | 3.1, 3.2, 3.3, 3.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Predicting the Future**  **Respond** to the following discussion question in the Predicting the Future discussion forum by Thursday 11:59 p.m. (EST):   * How will schools, school districts, and colleges be different in 10 years? Provide rationale for your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | 3.1,3.2, 3.3, 3.4 | Discussion: **1.5 hours** |
| **Research Paper**  **Select** one aspect of your team’s research on an organization that influences educational policy. This aspect may be one of the research-guiding questions or a topic uncovered during your research.  **Write** a 1,000- to 1,500-word research paper using APA style.  **Submit** your paper in BlackBoard by 11:59 p.m. (EST) on Sunday. | 3.1,3.2, 3.3, 3.4 | Individual posting:  **.5 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 2 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 16 |
| **Total Residency Hours** |  | 26 |
| **Total Supplemental Hours** |  | 1 |
| **Total Hours** |  | 43 |