

## NEW COURSE FORM

### 1. General Information.

- a. Submitted by the College of: The Graduate School Today's Date: 9/1/11
- b. Department/Division: The Martin school of Public Policy and Administration
- c. Contact person name: Dr. William Hoyt Email: WHoyt@uky.edu Phone: 257-2518
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

### 2. Designation and Description of Proposed Course.

- a. Prefix and Number: PA 675
- b. Full Title: Education Policy: A Survey of Issues
- c. Transcript Title (if full title is more than 40 characters): Education Policy
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

Lecture	<input type="checkbox"/>	Laboratory <sup>1</sup>	<input type="checkbox"/>	Recitation	<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Indep. Study
Clinical	<input type="checkbox"/>	Colloquium	<input type="checkbox"/>	Practicum	<input type="checkbox"/>	Research	<input type="checkbox"/>	Residency
3 Seminar	<input type="checkbox"/>	Studio	<input type="checkbox"/>	Other – Please explain:	_____			

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES  NO
- If YES: Maximum number of credit hours: \_\_\_\_\_
- If YES: Will this course allow multiple registrations during the same semester? YES  NO

- i. Course Description for Bulletin: Many of the issues will be examined both conceptually and empirically and will expose the student to policy evaluation tools and techniques. We will examine why schooling is provided publicly in the U.S., look at ways to evaluate the current quality of schooling, and think about reform alternatives.
- j. Prerequisites, if any: PA 621 and PA 652 or their equivalents or permission of the instructor.
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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3. Will this course be taught off campus? YES  NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_
5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_
6. What enrollment (per section per semester) may reasonably be expected? 10
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: Some students in Education Policy and other departments have been enrolled when this class has been offered as a special topics class for the past 3 years.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: It serves as an area of concentration course for the MPA program and a topics class in the Ph.D. program.
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

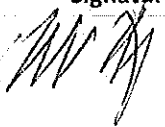
Course Prefix and Number: PA 675

Proposal Contact Person Name: Joshua Cowen Phone: 257-4387 Email: joshua.cowen@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Martin School Faculty	9/7/11	William Hoyt 7-2518 WHoyt@uky.edu / /	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**PA 675**  
**Education Policy: A Survey of Issues**  
**Tuesday-Thursday 4:30-5:45**  
**POT Room 445**

Professor: J. Cowen

Office: POT 433

Office Hours: by appointment

Phone: 257-4387

Email: [joshuacowen@uky.edu](mailto:joshuacowen@uky.edu) (preferred contact method).

**Purpose of the course:** This course will provide an overview of current policy issues in education. The course will cover basic education policy issues from a social science perspective with particular emphasis on the economics and policy analytic perspectives. Many of the issues will be examined both conceptually and empirically and will expose the student to policy evaluation tools and techniques. We will examine why schooling is provided publicly in the U.S., look at ways to evaluate the current quality of schooling, and think about reform alternatives. *Special emphasis will be paid to policy-oriented approaches to education research.*

We will also try, when applicable, to consider research on education in Kentucky.

**Student Learning Outcomes:** The ability to read academic scholarship on specific education topics; further development of graduate writing skills; further comprehension of statistical/econometric analysis.

**Prerequisites:** PA 621 and PA 652 or their equivalents or permission of the instructor.

There will be no textbook for this course. Readings (described below) will be assigned weekly. The class structure will be a combination of lecture and seminar styles with students responsible for leading discussion when appropriate.

**Grading Policy:**

Grades for this course will be determined as follows:

Participation (discussion of articles) – 20%

Master's students:

2 midterm take home projects – 20% each

Final policy paper – 40%

Ph.D. students:

In addition to the take home projects, the final policy paper will be a journal style paper. Topics will stem from class discussion. An empirical analysis is required. Grade distribution will be the same as with masters' level.

The paper will be due for all students on the date assigned for the final exam.

**Grade Scale:** A: 90-100 B: 80-90 C: 70-80 E: below 70.

### **Academic Integrity**

The University of Kentucky maintains the expectation that your work as a student will be conducted with academic honesty and integrity. What this means on a practical level is that the work you do will be your own. In a course like this, where much of the written assignments will draw on published texts, I will pay special attention to the issue of plagiarism. Plagiarism these days does not only involve the inclusion of words in a text without attribution, but of the use of an idea or sets of ideas that have been developed elsewhere and passed off as your own. Because I intend you to do some outside research, especially for the final product, I have to trust you in this regard. Please do not put me or yourself in a situation that may betray this trust. As you have duties as student at this university, I have my duties as a member of the faculty. The university has a clearly defined process that I must follow in the event of academic dishonesty within my classroom. Very quickly the matter is taken out of my hands, and you don't want that. You can read more about your rights and responsibilities here:  
<http://www.uky.edu/StudentAffairs/Code/part1.html>

### **Accommodations**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Absences**

Class participation is a critical component to both the operation of this course and to my evaluation of your work within it. Accordingly, it is your responsibility to account for your absence in the class—ahead of time, if possible. Certainly illness and family emergency would constitute valid excuses for an unplanned absence, but I reserve the right to require documentation for these, particularly if they occur repeatedly throughout the term. Because you cannot participate if you are not in class, you can expect your participation grade to suffer if you have repeatedly unexplained absences.

### **Classroom Civility and Decorum**

I expect students to treat one another in ways that demonstrate collegiality, respect and civility. This expectation applies to all aspects of the course, but in particular our classroom discussions.

## **Readings:**

*I retain the right to **add or replace** readings during the semester when appropriate to the subject being discussed in class. This list is intended to facilitate the student's coverage of a broad set of materials relevant for a class of this type but is neither comprehensive nor will all be covered in class. We will almost certainly modify the reading list as discussion warrants. In addition, I am still arranging for other guest speakers, which may modify things somewhat.*

### **Weeks 1 and 2: Education in a democracy and the political economy of public schooling**

#### **a.) (September 6) Democracy**

A. Gutmann, *Democratic Education* Revised Edition Princeton University Press, 1999  
Ch 1 (recommended)  
Chs 2 and 5 (required)

#### **b.) (September 13) Guest Lecture on Political Economy, Eugenia Toma (UK Martin School)**

H. Rosen, "Education," in *Public Finance* 9<sup>th</sup> edition, New York: McGraw Hill/Irwin, 2009.

E. G. West, "The Political Economy of American Public School Legislation," *Journal of Law and Economics*, Vol. 10, (Oct., 1967), pp. 101-128.

C. Stoddard. "Why did Education Become Publicly Funded? Evidence from the Nineteenth-Century Growth of Public Primary Schooling in the United States," *The Journal of Economic History* 69 (1), (March 2009), pp. 172-201.

### **Week 3 (September 20): Guest Lecture on Education Law, Scott Bauries (UK Law School)**

### **Week 4: Estimating education production functions**

E. Hanushek. "Conceptual and Empirical Issues in Estimating Educational Production Function Issues," *Journal of Human Resources* 14 (1979), 351-88.

E. Hanushek, "The Economics of Schooling: Production and Efficiency in Public Schools," *Journal of Economic Literature*, 24(3) (1986): 1147-77

E. Hanushek, "Conclusions and Controversies about the Effectiveness of School Resources," *Federal Reserve Bank of New York Economic Policy Review*, March, 1998: 11-27.

R. Rothstein. "Social Class, Student Achievement, and the Black-White Achievement Gap, in *Class and Schooling*. Economic Policy Institute: Columbia University, 2004, chapter 1.

E. Hanushek. "Assessing the Effects of School Resources on Student Performance: An Update." *Educational Evaluation and Policy Analysis* 19:2 (1997): 141-64.

Alan Krueger. "Economic Considerations and Class Size" *The Economic Journal* 113 (2003): 34-63.

### **Week 5: School finance issues**

L. Friedman, "Equity in School Finance," in *The Microeconomics of Policy Analysis*. Princeton: Princeton University Press, 2002, pp. 146-158.

W. Fischel. "Did Serrano Cause Proposition 13?" *National Tax Journal*. 62(4) (1989): 465-73.

T. Downes. "Evaluating the Impact of School Finance Reform on the Provision of Public Education: The California Case," *National Tax Journal*, 45 (1992): 405-19.

S. Murray, W. Evans, and R. Schwab. "Education-Finance Reform and the Distribution of Education Resources," *American Economic Review* 88(1998): 789-812.

Streams, M., Butler, J.S., Cowen, J., Fowles, J., and Toma, E. "School Finance Reform: Do Equalized Expenditures Imply Equalized Teacher Salaries?" forthcoming *Journal of Education Finance and Policy*.

### **Week 6: Accountability**

E. Hanushek, and M. Raymond. "Does School Accountability Lead to Improved Student Performance," *Journal of Policy Analysis and Management* 24(2) (2005): 297-328.

M. Winters and J. Cowen, "Grading New York..."

M. Springer "The Influence of an NCLB Accountability Plan on the Distribution of Student Test Score Gains." *Economics of Education Review*

Rouse, Cecilia Elena, Jane Hannway, Dan Goldhaber, and David Figlio. "Feeling the Florida Heat? How Low-Performing Schools Respond to Voucher and Accountability Pressure." *CEPS Working Paper No. 156*, 2007.

Jacob, Brian A. "Accountability, Incentives and Behavior: The Impact of High-Stakes Testing in the Chicago Public Schools." *Journal of Public Economics* 89, no. 5-6 (2005): 761-796.

K. Wong. "Federalism, Equity, and Accountability in Education," in *Handbook of Education Politics and Policy*, edited by B. Cooper, J. Cibulka, and L. Fusarelli. New York: Routledge, 2008: 19-29.

### **Week 7: Teacher Quality and Teacher Compensation**

Corcoran, S., Evans, W., and Schwab, R. "Women, the Labor Market, and the Declining Relative Quality of Teachers," *Journal of Policy Analysis and Management*, 23(3) (2004): 449-70.

Lankford, H., Loeb, S., and Wyckoff, J. "Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis." *Educational Evaluation and Policy Analysis*, 24(1), (2002): 37.

Loeb, S., and Page, M. E. "Examining the Link between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variation." *The Review of Economics and Statistics*, 82(3), (2000): 393-408.

Rivkin, S. G., Hanushek, E. A., and Kain, J. F. "Teachers, Schools, and Academic Achievement." *Econometrica*, 73(2),(2005): 417-458.

Streams, M., and Toma, E. "Teacher compensation in high poverty, rural schools: An intrastate comparison of Appalachian and non-Appalachian Kentucky." *University of Kentucky working paper*, 2008.

### **Week 8: Teacher Unionization**

Strunk, Katharine O. and Jason A. Grissom "Do Strong Unions Shape District Policies?" *Educational Evaluation and Policy Analysis*. 2010. 32(3) 389-406

Strunk, Katharine O. "Are Teachers Unions Really to Blame?" *Education Finance and Policy* 2011 6(3)

Lovenheim, Michael F. "The effect of teachers' unions on education production: Evidence from union election certifications in three midwestern states." *Journal of Labor Economics*, 2009.

Hoxby, Caroline Minter. "How Teachers' Unions Affect Education Production" *Quarterly Journal of Economics* 1996. 111(3)

### **Weeks 9 and 10: Market Based Reforms**

Ladd, H. "School Vouchers: A Critical View," *Journal of Economic Perspectives* 16(4), 2002: 3-24.

Neal, D. "How Vouchers Could Change the Market for Education," *Journal of Economic*



*Perspectives* 16(4), 2002: 25-44.

Hoxby, C. "Does Competition among Public Schools Benefit Students and Taxpayers?" *American Economic Review* 90 (2000):

Rothstein, Jesse M. 2007. "Does Competition Among Public Schools Benefit Students and Taxpayers? A Comment on Hoxby." *American Economic Review*

Buddin, R., & Zimmer, R.W. A Closer Look at Charter School Student Achievement. *Journal of Policy Analysis and Management* 24(2), 2005, 351-372.

Butler, J.S., Carr, D., Toma, E., and Zimmer, R. "Choice in a World of New School Types," University of Kentucky Working Paper, 2009.

Cowen, J. et al. FORTHCOMING "Going Public: Who Leaves a Large, Longstanding and Widely Available Voucher Program?" *American Educational Research Journal*

Wolf, Patrick J. 2010. School Vouchers in Washington, D.C.: Achievement Impacts and Their Impacts for Social Justice" *Educational Research and Evaluation*

Howell, W. G., Wolf, P. J., Campbell, D. E., & Peterson, P. E. (2002). School Vouchers and Academic Performance: Results from Three Randomized Field Trials. *Journal of Policy Analysis and Management*, 21(2), 191-217.

### **Week 11: Peer Effects**

Figlio, D. and J. Stone, "Can Public Policy Affect Private-School Cream Skimming?" *Journal of Urban Economics* 2001.

T. Nechyba, *School Finance, Spatial Income Segregation and the Nature of Communities*, *Journal of Urban Economics*, vol. 54 no. 1 (July, 2003), pp. 61-88.

Epple, D. and R.E. Romano, "Competition Between Private and Public Schools, Vouchers, and Peer-Group Effects." *American Economic Review* 88: 33-62, 1998.

Zimmer, R., and Toma, E. F. "Peer Effects in Private and Public Schools Across Countries," *Journal of Policy Analysis and Management* 19(1), 2000: 75-92.

### **Weeks 12 and 13: Higher Education**

Dill, D., "Higher Education Markets and Public Policy," in *Higher Education Policy* 10(3/4), 1997: 167-85.

Hansen, W. Lee. "Income Distribution Effects of Higher Education", *American Economic Review*, 60, 2, May 1970.

Hansen, W. Lee, and Burton Weisbrod. "The Distribution of Costs and Direct Benefits of Public Higher Education: The Case of California" *Journal of Human Resources*, 4, Spring , 1969.

Hansen, W. Lee, and Burton Weisbrod. "On the Distribution of Costs and Benefits of Public Higher Education: Reply" *Journal of Human Resources*, 6, Summer , 1971.

Hossler, D., Lund J., Ramin, J., Westfall, S., and Irish, S. "State Funding for Higher Education" in *Journal of Higher Education* 68(2): 1997: 160-90.

Johnson, William. "Are Public Subsidies to Higher Education Regressive ?" Education Finance and Policy, Summer, 2006.

Kane, Thomas J. *The Price of Admission*. Washington, D.C.: Brookings Institution, 1999.

Kane, Thomas J. Peter R. Orszag and Emil Apostolov "Higher Education Appropriations and Public Universities: The Role of Medicaid and the Business Cycle" Brookings-Wharton Papers on Urban Affairs, 2005 pp. 99-127.

Kane, Thomas J. "Public Intervention in Postsecondary Education" in Eric Hanushek and Finis Welch (eds.) *Handbook on the Economics of Education* (Amsterdam: Elsevier/North Holland, 2006).

Kane, Thomas J. and Peter R. Orszag. "Higher Education Spending: The Role of Medicaid and the Business Cycle" Brookings Institution Policy Brief No. 124, September 2003.

Lingenfelter, Paul E. "The Financing of Public Colleges and Universities in the United States," in Helen F. Ladd and Edward B. Fiske (eds.) *Handbook of Research in Education Finance and Policy* (New York: Routledge, 2008).

#### **Week 14 (if time): International Schooling and Economic Growth**

Hanushek, E. and Kimko, D. "Schooling, Labor Force Quality, and the Growth of Nations" *American Economic Review* 90(5), December 2000, pp. 1184-1208.

Hanushek, E. and Woessman, L. "Education Quality and Economic Growth," Washington, D.C.: World Bank, 2007.