The Politics and Policymaking of College and Career Readiness
Educational Leadership & Policy 6/7960-009

An emphasis on readiness for college and career has grown considerably over the last five years. Yet, despite an increase in the use of “readiness” language as a policy and programmatic benchmark, there exists little understanding and consensus over its meaning. Does a high school diploma indicate readiness for college? Does a composite score of 21 on the ACT signal readiness for career? What exactly is meant by "readiness," and for whom?

Implicit in commitments to improving readiness exist important assumptions around who should and should not attend college, and what kind of career paths should be made available to them. This course will examine these and associated questions, encompassing a broad analysis of educational policies, practices, research, and rhetoric that all aim to assist students in becoming “ready” for college and career. Particular attention will be paid to the debates surrounding the definition and measurement of college and career readiness benchmarks, as well as the cultural production of policies, legislation, and discourse that promote such definitions.

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