

**EDLD 642**  
**Survey of United States Education Policy**  
CRN: 15695  
3 credits  
Mondays, 9:00-11:50  
Lokey 115

**INSTRUCTOR CONTACT INFORMATION**

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Office Hours: Thursdays, 9-10:30a (in person or Zoom: <https://uoregon.zoom.us/j/6336067468>)

**COURSE MEETING DAYS, TIMES, AND LOCATION**

Mondays, 9:00-11:50  
Lokey 115

**COURSE OVERVIEW**

United States Education Policy is a graduate-level class designed to facilitate students' understanding of the major policy areas and debates in contemporary U.S. public K-12 education systems. The policy areas we examine include, but are not limited to: accountability, education finance, teacher labor force, school choice and charter schools, special education policy, and English learner policy. In each policy area, we delve into policy structures and variance, policy logic models, policy implementation, and policy outcomes.

The course is designed for graduate students who seek to become education policymakers, school and system leaders, policy analysts and researchers, and those who wish to develop systems-level knowledge about contemporary US K-12 education.

**STUDENT LEARNING OUTCOMES**

By the end of the term it is expected that students will be able to effectively:

1. Understand and describe major areas of U.S. K-12 education policy including the variation in forms, implementation, and outcomes of policies in those areas;
2. Identify the merits and weaknesses of differing viewpoints about main education policy debates;
3. Describe the logic models behind education policies with regard to the how they are designed to achieve their stated goals;
4. Write clearly and concisely about specific education policies, their goals, implementation, and outcomes.

**TEXTBOOK AND READING MATERIALS**

All reading materials will be provided on Canvas.

## CLASS FORMAT

This class is designed for in-person learners. We will hold class live, in-person, in Lokey 115 on the Eugene UO campus. I will accommodate absences as described below.

Computers may, on occasion, be used for a class activity, but only for class-related activities. Students are expected to remain focused and present in class. Strong empirical evidence shows that a laptop can negatively affect the user's and surrounding students' learning (see Sue Dynarski's summary of the research: Dynarski, S. (2017, Nov. 22). Laptops are great. But not during a lecture or meeting, *New York Times*. Retrieved from <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>.)

Computers should not be used to check email, surf websites, text, etc. A break during every session can be used to complete these activities. If students need to have a phone available for emergency or family reasons, please place it on vibrate.

## GRADING COMPONENTS AND CRITERIA

Final grades will be based on the following elements:

1. **Class participation (10%):** This class uses a combination of short lectures, in-class partner and small group work, and class discussions. It is important, therefore, that students complete all the assigned reading before each class and be prepared to participate fully in discussions and class activities.
2. **Policy syntheses (40% total, 10% each synthesis):** You will prepare four short (2-3 pages double-spaced) syntheses of the policy topic for the upcoming class session based on the assigned readings. The policy syntheses should synthesize the information across the readings for that week. They should be structured as follows:
  - a. Concise description/definition of policy area/topic
  - b. Educational area or challenge that the policy area is designed to address
  - c. Debates and challenges with regard to the policy area as described in readings, highlighting the merits and weaknesses of different viewpoints
  - d. Your own take on the policy area

Policy syntheses are due on Friday (11:59pm) prior to Weeks 4, 6, 9, and 10 (due in class).

3. **Policy memos (50% total, memo 1 worth 15%, memo 2 presentation worth 10%, memo 2 worth 25%):** For this assignment, investigate a specific local, state, or federal educational challenge for which a policy response may be appropriate. Students who are (or have been) practitioners within schools, districts, or other education agencies are encouraged to select a policy from their agency or a policy they are considering adopting in their agency. For the first memo, the selected policy must fall into one of the policy areas being studied in this course. For the second memo, the selected policy can be either one from the course or beyond, but if the selected policy is in another area, please contact the instructor. These memos should be 5-6 double-spaced pages. They should, at a minimum, contain the following information:

- a. Description of the educational challenge that highlights all important details;
- b. The policy context (e.g. What current policies address this challenge? Why was the current policy created or enacted? What need or problem was it meant to address? What is the setting like where the policy is in place? In what ways is the current policy inappropriate or failing?)
- c. A proposed policy intervention;
- d. The logic model/theory of action that motivates the proposed policy (i.e. how the proposed policy is supposed to accomplish its goals);
- e. Evidence that the proposed policy action is likely to be effective
- f. Indicators that would assess whether or not the policy is effective at reaching its goals;
- g. Barriers and implementation challenges to the proposed policy and recommended action steps

Students will write two of these policy memos, one mid-way through the course, and one at the end of the course. The first memo is due November 6, 11:59pm. The second memo will be presented to classmates, either in Week 11 during normally scheduled class time (December 4, 9:00a-11:50a) or submitted as a recorded video presentation by December 4, 11:50am. The final written policy memo is due Thursday, Dec. 7, by 11:59pm.

**Note for PhD Students:** PhD students may wish to conduct and submit a more empirical policy analysis for one or both of the policy memos for this course. If students are interested in this option please set up a meeting to talk to me. I will ask for a proposed outline to ensure that the memo meets both your needs and course goals.

Final grades are based on the following scale: A+ 98-100%, A 94-97%, A- 90-93%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%. Any work scoring less than a C- will be required to be revised and resubmitted.

## STUDENT ENGAGEMENT INVENTORY

Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. For this course, the following table shows the number of hours a typical student would expect to spend in each of the following activities, with an emphasis on writing tasks:

<b>Educational activity</b>	<b>Hours</b>	<b>Explanatory comments</b>
Course attendance	30	10 class meetings of 3 hours each
Assigned readings	50	Includes text and policy brief reading materials (10 weeks x 5 hours per week)
Writing assignments	40	Includes writing of policy syntheses (4 syntheses x 3 hours each), and writing and research for policy memos (2 memos x 14 hours each)
<b>Total hours</b>	<b>120</b>	These are approximations. Reading and writing times will vary by individual.

## WEEKLY SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

### Notes:

- This calendar and reading assignments may change at my discretion.
- Readings under a given date are to be completed by the time of class on that date.
- You can read in any order you like but I have ordered readings for each week in what I think may make the most sense.
- For most weeks, I have included supplemental readings. They serve to provide additional or contrasting viewpoints to the primary readings. They are not required, but could be insightful in your future academic and professional work.

### Week 2: October 2

#### Topic: Introduction to Course and Education Governance

#### Readings:

1. Arafah, S. (2014). Orienting education leaders to education policy: A primer. In N. Haynes, S. Arafah and McDaniels, C. (Eds.) *Educational leadership: Perspectives on preparation and practice*. Lanham, MD: University Press of America, 16-34.
2. Kirst, M. & Wirt, F. (2009). Overview of the education political system. In Kirst, M. and Wirt, F. (Eds.) *The political dynamics of American education*.
3. Oakes, J. (1985). The distribution of knowledge. in J. Oakes (Ed). *Keeping Track: How Schools Structure Inequality*. New Haven: Yale University Press, 61-92.

#### Assignments:

1. Read syllabus carefully
2. Complete student survey on Canvas by **September 29, 11:59pm**.

#### Supplemental Reading(s):

- Labaree, D. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal* 34(1), 39-81.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.

### Week 3: October 9

#### Topic: School and System Accountability

#### Readings:

1. Figlio, D. and S. Loeb (2011). School accountability. In the *Handbook of the Economics of Education*, Volume 3, Elsevier.
2. Fuhrman, S. H., Goertz, M. E., & Weinbaum, E. H. (2007). Educational governance in the United States: Where are we? How did we get here? Why should we care? In S. H. Fuhrman, D. Cohen, & F. Mosher (Eds.) *The state of education policy research* (pp. 41-61). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
3. Policy briefs:
  - Education Week, (2015). The Every Student Succeeds Act: Explained. *Education Week*, 25(14), p. 17-20.
  - Darling-Hammond, L., Cardichon, J., & Melnick, H., (2017). Identifying schools for support and intervention: Using decision rules to support accountability and

improvement under ESSA (Policy brief, June 2017). Palo Alto, CA: Learning Policy Institute. Retrieved from [https://learningpolicyinstitute.org/sites/default/files/product-files/Schools\\_Support\\_Intervention\\_Decision\\_Rules\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Schools_Support_Intervention_Decision_Rules_BRIEF.pdf).

- Ryland, A. & Burke, L. (2017). *School rules: Lessons from the ESSA regulatory process*. Washington, DC: Heritage Foundation. <https://www.heritage.org/sites/default/files/2017-02/BG3189.pdf>.

*Supplemental Reading(s):*

OECD. (2011). *School autonomy and accountability: Are they related to student performance?* Paris: OECD Publishing, Inc. <https://doi.org/10.1787/5k9h362kcx9w-en>.

Deming, D J., & Figlio, D. (2016). Accountability in US education: Applying lessons from K-12 experience to higher education. *Journal of Economic Perspectives*, 30 (3), 33-56.

Elmore, R. (2004). *School Reform from the Inside Out: Policy, Practice and Performance*. Cambridge, MA: Harvard Education Press.

Hess, F. & McShane, M. (Eds.). (2018) *Bush-Obama School Reform: Lessons Learned*. Cambridge, MA: Harvard Education Press.

**Week 4: October 16**  
**Topic: Education Finance**

**Readings:**

1. Fisher, R. (2007). Education. In Fisher, R. (Ed.) *State and local public finance* (Chapter 19). Abingdon: Routledge. (49 pp.)
2. Baker, B. & Green, P.C. (2012). Conceptions of equity and adequacy in school finance. In H. Ladd & E. Fiske (Eds) *Handbook of Research in Education Finance and Policy* (pp. 203-221). Abingdon: Routledge.
3. Policy briefs/news:
  - a. Barnum, M., & Belsha, K. (2021, March 25). Unprecedented federal funding is on the way. High-poverty schools are starting to reckon with how to spend it. *Chalkbeat*. <https://www.chalkbeat.org/2021/3/25/22350474/unprecedented-federal-funding-high-povertyschools-how-spend>
  - b. Morgan, I. & Amerikaner, A. (2018). *Funding gaps: An analysis of school funding equity across the U.S. and within each state*. Washington: Education Trust. (11 pp.)
  - c. Baker, B. D., Sciarra, D. G., & Farrie, D. (2018). Is school funding fair? A national report card. 7<sup>th</sup> Ed. *Education Law Center*.
  - d. Browse: <https://edunomicslab.org/our-research/financial-transparency/>

**Assignments:**

1. Policy synthesis #1 due **October 13, 11:59pm**.

*Supplemental reading(s):*

Urban Institute, (2017). *How has education funding changed over time?* Retrieved from <http://apps.urban.org/features/education-funding-trends/>.

Okun, A.M. (1975). *Equality and efficiency: The great tradeoff*. Washington, DC: Brookings.

## **Week 5: October 23**

### **Topic: Testing**

#### **Readings:**

1. Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational researcher*, 36(5), 258-267.
2. Sackett, P., Borneman, M. & Connelly, B. (2008). High stakes testing in higher education and employment: Appraising the evidence for validity and fairness. *The American Psychologist*, 63(4), 215-226. <http://dx.doi.org/10.1037/0003-066X.63.4.215> .
3. Policy briefs:
  - a. National Council of Teachers of English (NCTE) (2014). *How standardized tests shape – and limit – student learning*. Urbana, IL: NCTE. Retrieved from <https://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0242-nov2014/CC0242PolicyStandardized.pdf>.
  - b. Gill, B. (2022). What should the future of educational accountability look like? *Journal of Policy Analysis and Management*. <https://doi.org/10.1002/pam.22428>
  - c. Amrein-Beardsley, A. (2022). Using standardized tests for educational accountability: The bad idea that keeps on giving nothing in return. *Journal of Policy Analysis and Management*. <https://doi.org/10.1002/pam.22426>

#### **Assignments:**

1. Topic paragraph for Policy Memo #1 due by class time.

#### *Supplemental Reading(s):*

- Koretz, D. (2009). *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, MA: Harvard University Press.
- Koretz, D. (2017). *The Testing Charade: Pretending to Make Schools Better*. Chicago: University of Chicago Press.
- Leman, N. (2000). *The Big Test: The Secret History of the American Meritocracy*. New York: Farrar, Strauss and Giroux.

## **Week 6: October 30**

### **Topic: Teacher preparation and labor markets**

#### **Readings:**

1. Labaree, D. (2008). An uneasy relationship: The history of teacher education in the university. In M. Cochran-Smith, M. S. Feiman-Nemser, D.J. McIntyre, & K.E. Demers (Eds.) *Handbook of Research on Teacher Education*. Routledge, New York. 290-305.
2. Gorlewski, J. & Tuck, E. (2019). Who decides who becomes a teacher? In J. Gorlewski & E. Tuck (Eds.) *Who Decides Who Becomes a Teacher? Schools of Education as Sites of Resistance*. Routledge, NY. 89-106.
3. D'Amico, D., Pawlewicz, R., Earley, P., & McGeehan, A. (2017) Where are all the Black teachers? Discrimination in the teacher labor market. *Harvard Educational Review* 87(1): 26-49.
4. Policy briefs/news:

- a. Will, M. (2022, Sept. 6). How bad is the teacher shortage? What two new studies say. *Education Week*. <https://www.edweek.org/leadership/how-bad-is-the-teacher-shortage-what-two-new-studies-say/2022/09>
- b. Sparks, S. (2022, Sept. 27). What school staffing shortages look like now. *Education Week*. <https://www.edweek.org/leadership/what-school-staffing-shortages-look-like-now/2022/09>
- c. Carver-Thomas, D. (2018, April). Diversifying the teaching profession: How to recruit and retain teachers of color. *Learning Policy Institute*. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

#### **Assignments:**

1. Policy synthesis #2 due by **October 27, 11:59pm**.

#### *Supplemental Reading(s):*

Aragon, S. (2016). *Teacher shortages: What we know*. Education Commission of the States.

### **Week 7: November 6** **Topic: Teacher evaluation**

#### **Readings:**

1. Liebowitz, D.D. (2022). Teacher evaluation for growth and accountability: Under what conditions does it improve student outcomes? *Harvard Educational Review*, 92(4), 533-565.
2. Kimball, S. M., & Milanowski, A. (2009). Examining teacher evaluation validity and leadership decision making within a standards-based evaluation system. *Educational Administration Quarterly*, 45(1), 34-70.
3. Policy briefs:
  - a. Chetty, R., Friedman, J., & Rockoff, J. (2012). Great teaching: Measuring its effects on students' future earnings. *Education Next*, 12(3), 59-64. <https://www.educationnext.org/great-teaching/>
  - b. American Federation of Teachers. (2015). *Moving beyond compliance: Lessons learned from teacher development and evaluation*. Washington, DC: AFT, AFL-CIO. Retrieved from <https://www.aft.org/sites/default/files/movingbeyondcompliance.pdf>.

#### **Assignments:**

1. Policy memo #1 due by **November 6, 11:59pm**.

#### *Supplemental Reading(s):*

Cantrell, S., & Kane, T. J. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET project's three-year study. *MET Project Research Paper*.

Goldstein, D. (2015). *The Teacher Wars: A History of America's Most Embattled Profession*. New York: Anchor.

Green, E. (2014). *Building a Better Teacher: How Teaching Works (and how to teach it to everyone)*. New York: W.W. Norton.

National Council on Teacher Quality (2017). *Running in place: How new teacher evaluations fail to live up to promises*. Washington, DC: NCTQ, p. 1-17. Retrieved from [https://www.nctq.org/dmsView/Final\\_Evaluation\\_Paper](https://www.nctq.org/dmsView/Final_Evaluation_Paper).

**Week 8: November 13**  
**Topic: English learner education policy**

**Readings:**

1. Hopkins, M., Thompson, K. D., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101-108.
2. Robinson-Cimpian, J. P., Thompson, K. D., & Umansky, I. M. (2016). Research and policy considerations for English learner equity. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 129-137.
3. Policy briefs:
  - a. Santibañez, L. & Umansky, I. (2018). *English learners: Charting their experiences and mapping their futures in California schools. Getting Down to Facts II Research Brief*. Stanford, CA: Policy Analysis for California Education. Retrieved from <http://gettingdowntofacts.com/publications/english-learners-charting-their-experiences-and-mapping-their-futures-california>.
  - b. Wixom, M. A. (2015). *State-level English language learner policies*. Denver, CO: Education Commission of the States.

**Assignments:**

1. Topic paragraph for Policy Memo #2 due by class time.

*Supplemental Reading(s):*

- Linquanti, R., Cook, H. G., (2013). *Toward a “Common Definition of English Learner”: A Brief Defining Policy and Technical Issues and Opportunities for State Assessment Consortia*. Washington DC: Council of Chief State School Officers. Retrieved from <https://files.eric.ed.gov/fulltext/ED565753.pdf>.
- Thompson, K. & Díaz, G. (2016). *English learner students with disabilities*. Corvallis, OR: The Oregon Department of Education / Oregon State University English Learner Partnership. Retrieved from [http://blogs.oregonstate.edu/odeosuellpartnership/files/2016/08/ELSWDPolicyBrief\\_Final.pdf](http://blogs.oregonstate.edu/odeosuellpartnership/files/2016/08/ELSWDPolicyBrief_Final.pdf).

**Week 9: November 20**  
**Topic: Special education policy**

**Readings:**

1. Lordeman, A. (2013). *The Individuals with Disabilities Education Act (IDEA), Part B: Key Statutory and Regulatory Provisions. R41833*. Washington, DC: Congressional Research Service.



2. Elder, T., Figlio, D., Imberman, S. & Persico, C. (2022). Segregation and racial gaps in special education. *Education Next*, 21(2). <https://www.educationnext.org/segregation-racial-gaps-special-education-new-evidence-on-debate-over-disproportionality/>
3. Policy briefs:
  - a. US. Department of Health and Human Services, and U.S. Department of Education. (2015). *Policy statement on inclusion of children with disabilities in early childhood programs*. Washington DC: Authors. (pp. 1-20)
  - b. Gordon, N. (2017). *Race, poverty, and interpreting overrepresentation in special education*. Washington, DC: Brookings Institution. <https://www.brookings.edu/research/race-poverty-and-interpreting-overrepresentation-in-special-education/>
  - c. Reed, S. (2019). *Special education in California schools: The challenges and solutions from multiple perspectives*. PACE. <https://eric.ed.gov/?id=ED594755>

### Assignments:

1. Policy synthesis #3 due by **November 17, 11:59pm**.

### Supplemental Reading(s):

- Hehir, T. (2005). *New directions in special education: Eliminating ableism in policy and practice*. Harvard Education Press.
- McDermott, R., & Varenne, H. (1995). Culture as disability. *Anthropology & Education Quarterly*, 26(3), 324-348.

## Week 10: November 27

### Topic: School choice and charter school policy

### Readings:

1. Cohodes, S. (2018). Charter schools and the achievement gap, *The Future of Children*, Policy Issues, 1-16. Retrieved from <https://futureofchildren.princeton.edu/resource-links/charter-schools-and-achievement-gap>.
2. Fryer, R. (2014). Injecting Charter School Best Practices into Traditional Public Schools: Evidence from Field Experiments. *The Quarterly Journal of Economics*, 129(3), 1355–1407. <https://doi.org/10.1093/qje/qju011> (skim the methods section)
3. Policy briefs
  - a. Roth, E., McDaniels, A. Brown, C. & Campbell, N. (2017). *The progressive case for charter schools*. Washington, DC: Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/education-k-12/news/2017/10/24/440833/the-progressive-case-for-charter-schools/>.
  - b. Fiske, E., and Ladd, H. (2016). *Lessons for US Charter Schools from the Growth of Academies in England*. Washington, DC: Brookings Institute. Retrieved from <https://www.brookings.edu/research/lessons-for-us-charter-schools-from-the-growth-of-academies-in-england/>.

### Assignments:

1. Policy synthesis #4 due by **November 27, 8:59am**.

*Supplemental Reading(s):*

- Center for Research on Education Outcomes. (2017). Charter Management Organizations 2017. Stanford, CA: CREDO. Retrieved from <https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf>.
- Dynarski, M., & Nichols, A. (2017). More findings about school vouchers and test scores, and they are still negative. *Brookings Evidence Speaks Reports*, 2(18). [https://www.brookings.edu/wp-content/uploads/2017/07/ccf\\_20170713\\_mdynarski\\_evidence\\_speaks1.pdf](https://www.brookings.edu/wp-content/uploads/2017/07/ccf_20170713_mdynarski_evidence_speaks1.pdf)
- Ladd, H. F., Clotfelter, C. T., & Holbein, J. B. (2017). The growing segmentation of the charter school sector in North Carolina. *Education Finance and Policy*, 12(4), 536-563.
- Wells, A. S. (Ed.). (2002). *Where charter school policy fails: The problems of accountability and equity* (Vol. 12). Teachers College Press.
- Pearman, F. A., & Swain, W. A. (2017). School choice, gentrification, and the variable significance of racial stratification in urban neighborhoods. *Sociology of Education*, 90(3), 213-235.

**Week 11: December 4**  
**Topic: Student presentations**

*Supplemental Reading(s):*

1. Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.
2. Payne, C. (2008). *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*. Cambridge, MA: Harvard Education Press.

**Assignments:**

1. Presentation either during regularly scheduled class time (9-11:50) on December 4 or video submitted by 11:50am on Monday, December 4.
2. Final written policy memo due **December 7, 11:59pm**.

## ATTENDANCE AND ABSENCE GUIDELINES

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions and group activities that will be richer for your presence, and that you won't be able to benefit from if you are not there. While there is not an automatic grade deduction for missing classes, I hope to create a value proposition by which attending class will help you learn more and excessive absences will make it challenging to succeed in the course.

I know our UO community will be navigating illness, including COVID-19, and some students will need to isolate and rest if they become sick. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success. Students with COVID are encouraged to seek guidance and resources at UO's [COVID-19 Safety Resources](#) webpage. There may be situations beyond the control of individual students that lead to multiple absences such as becoming ill, caring for others, managing home schooling, etc. Please communicate with me if such events occur for you.

Contact the instructor in advance in case of illness or emergencies that preclude completing assignments as scheduled. Late submissions will receive a maximum of 50% credit without prior notice and approval. Failure to submit the final policy memo before grades close may result in a final grade of I, D or F.

## COURSE PRINCIPLES AND CLASSROOM BEHAVIOR\*

*Learning from each other:* Each of us—myself included—comes with limited perspectives on education. We gain depth of understanding by learning others' views. For this reason, it is imperative that we each try to listen and understand the perspectives of others, especially those with whom we disagree most strongly. This also means that you are responsible for teaching others. If you're having trouble finding ways to bring your perspectives into our class conversations, please see me so we can work this out.

*Sensitive topics and respectful disagreement:* This class involves topics that are often challenging to discuss (race, class, gender, immigrant status, identity issues of various sorts, privilege...). I welcome the creation of a dialogue that is open, thoughtful, and founded on the basis of research in the field and personal experience. At times, some of you will not agree on the positions that are taken. This diversity is welcomed. However, I ask that you exercise thoughtfulness, introspection, and respect both in our conversations in class and online.

*Work with me to make this course suit your needs:* There are plenty of worthwhile topics related to education policy that are not included in this syllabus due to time limitations. And taking only the topics we do cover, there are many worthwhile perspectives that we will not explore. If you have interests that are not addressed in the syllabus, I encourage you to use the flexibility of assignments (especially the Policy Analysis Memo) to address these.

*Class expectations include:*

- Arrive on time, prepared for class.
- Attend for the duration of class.

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\* Adapted from Paul Skilton-Sylvester.

- Participate actively in class activities.
- Respect the diversity of cultures, opinions, and viewpoints in the classroom.
- Listen to fellow students and the professor with respect.
- Return from breaks in a timely manner.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices unless you have notified professor.

*Interacting with me:* I welcome being in touch with each of you and hope you come and talk during office hours. I look forward to getting to know each of you better over the course of the quarter. That said, if you have questions about course operations, details of the syllabus or any other course logistics questions that can be addressed publicly, please post these to the pinned Canvas discussion thread. I want the majority of our interactions to be substantively oriented and enjoyable. I will respond to questions on the Canvas board directly, and you may have your question answered by someone else (*a caveat: if you have a question about a course requirement, I am the ultimate authority. If someone else posts inaccurate information about a course requirement, I will correct them, but do not assume their answers are accurate*).

## **DREAMERS**

I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources please visit our [Dreamers](#) page and the [Immigration FAQs](#) page. I commit to not sharing your status with anyone if you reveal it to me, but also remind you that **when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status.**

## **DIVERSITY, EQUITY AND INCLUSION**

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation status, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist,

transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Resources for students can be found here: <http://dos.uoregon.edu/community>. Resources for undocumented students may be found at: <https://blogs.uoregon.edu/dreamers/>.

## **INDIGENOUS RECOGNITION STATEMENT**

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

## **USING PRONOUNS AND PERSONAL PREFERENCE**

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information. <https://studentlife.uoregon.edu/pronouns>

## **ACCESSIBLE EDUCATION**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) for assistance with access or disability-related questions or concerns.

## **CHILDREN IN CLASS**

As a parent of three young children, I understand the difficulty in balancing academic, work, and family commitments. Here are my policies (with credit to [Daniel Anderson](#)) regarding children in class:

- All breastfeeding babies are welcome in class as often as necessary.
- Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. I understand that childcare arrangements fall through, partners have conflicting schedules, children get sick, and other issues arise that leave caregivers with few other options.
- In cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class: please reserve seats near the door for your parenting classmates.

- All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.
- I understand that sleep deprivation and exhaustion are among the most difficult aspects of caring for young children. The struggle of balancing school, work, childcare, and graduate school is tiring (not to mention being in the middle of a pandemic!), and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please do not hesitate to contact me with any questions or concerns

## **GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS**

Artificial Intelligence (AI) chatbots and the Large Language Models (LLMs) on which they rely have dramatically altered processes that some writers employ to communicate their ideas. That said, they are not (as least currently) substitutes for skilled thinkers and writers. AI chatbots sometimes “hallucinate” facts, reflect widespread social biases, and their proposed “solutions” to policy challenges are often shallow and ill-conceived. Thus, while we encourage you to investigate how AI chatbots can help improve your thinking and writing, we discourage your use of them to generate ideas and prose in an unsupervised fashion. To be explicit: you may use AI chatbots for assistance with your assignments. If you use one to generate ideas or original text for your syntheses and/or policy memos, you must indicate so on your assignment. You do not need to do so if you have used these tools only to help with light editing of your own original writing.

## **ACCOMMODATION FOR RELIGIOUS OBSERVANCES**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

## **MENTAL HEALTH AND WELLNESS**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about. University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest). University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more



at [counseling.uoregon.edu](mailto:counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

## **BASIC NEEDS**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>. *If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.*

## **RESPECT FOR DIVERSITY**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, and genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientation, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the (Home Department) at (contact information). For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

## **ACADEMIC INTEGRITY**

The University Student Conduct Code (available at [conduct.uoregon.edu](https://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

## **MANDATORY REPORTER STATUS**

I am an assisting employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights

Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

See <https://investigations.uoregon.edu/suggested-syllabus-language> for additional recommended syllabus language.

### **ACADEMIC DISRUPTION DUE TO CAMPUS EMERGENCY**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.

### **INCLEMENT WEATHER**

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>

### **CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, [Sylvia Thompson, \(541\) 346-2483 sthomp5@uoregon.edu](#). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

### **GRIEVANCE POLICY**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Sylvia Thompson, \(541\) 346-2483 sthomp5@uoregon.edu](#)).

### **COURSE INCOMPLETE POLICY**



Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

## **REPORTING TITLE IX EXPERIENCES**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.