

SYLLABUS
EDUC 023 - Introduction to Education Policy
Summer 2023 – Session A
UC Riverside

Lecture: 4:00 PM - 6:50 PM, Monday and Wednesday (06/26/2023 - 07/29/2023)

Discussion Sections: 7:00 PM - 7:50 PM, Monday and Wednesday (Section A21)

8:00 PM - 8:50 PM, Monday and Wednesday (Section A22)

[Zoom link](#) for lecture and discussion sections are posted on Canvas

(Or use Zoom ID: 499 993 8154, Passcode: 012345)

- **Instructor:** Yiwang Li (*Yee-Wong Lee*)

Email: yli394@ucr.edu

[Zoom link](#) for Yiwang's office hours (Mondays & Wednesdays, 3 – 4 PM; OR by email appointment)

(Or use Zoom ID: 499 993 8154, Passcode: 012345)

- **Teaching Assistant:** Yvette Conde

Email: ycond001@ucr.edu

[Zoom link](#) for Yvette's office hours (Tuesday & Thursday, 9 – 10 AM; OR by email appointment)

CATALOG COURSE DESCRIPTION

4 Units, Lecture, 3 hours; discussion, 1 hour.

An overview of federal and state policy frameworks governing public education.

Explores the political dynamics of policy making. Focuses on centralized policy making authority and on efforts to reform and improve public schools. Explores competing values guiding policy debates and dilemmas of centralized policy control.

COURSE OBJECTIVES

Education plays a crucial role in a society's ability to govern itself effectively, promote the well-being of its citizens, and contribute productively to the global economy. Consequently, efforts to reform education are often controversial and highly politicized. This introductory course examines the prominent issues and reform movements in public education that currently hold a significant place on the national policy agenda. Through

analysis and discussion, we will explore the contentious topics of the day and the policy decisions that impact students and educators nationwide.

The primary aim of this course is to provide a comprehensive understanding of major education policy movements in the United States. This includes delving into the ongoing discourses, prominent individuals and groups involved, consequences, and current events shaping the field. By engaging with diverse and conflicting perspectives, you will develop an informed standpoint on these issues.

Throughout the course, we will scrutinize specific educational policies by considering key questions: What are the goals and intended consequences of the policy? What policy levers does it utilize? How are various stakeholders affected? What unintended consequences might occur? How efficient is the policy? For each reform initiative, we will also explore the role of the political context, the economic climate, and the evidence used to support its implementation.

This course caters to students who have little to no prior experience in education policy but hold an interest in the subject because of your pursuit of an education-related major or minor, consideration of a career in education, or desire to acquire a practical understanding of a topic that is of broad public interest. (Disclaimer: This course is adapted from Dr. Cassandra Guarino. If needed, some of the information in this syllabus may be subject to change throughout the course. Students will be informed in advance of any changes, should they arise.)

By the end of the course, students will develop the abilities to:

- 1) Describe the current issues in education policy
- 2) Gather and analyze pertinent information and form an educated, independent, and balanced point of view on hotly debated topics
- 3) Construct effective, professional policy presentations and briefs
- 4) Work as a team on assignments and activities efficiently, respectfully, and cooperatively

COURSE READINGS AND MATERIALS

- The main readings include peer-reviewed articles, book chapters, news reports, policy papers, blogs, think tank summaries, and reports related to the major school reform movements in place today. Readings will be posted on Canvas. Students will also learn how to access and download these papers using the UCR [VPN](#) (during discussion sections).
- (OPTIONAL TEXTBOOK) Frances C. Fowler. (2012). *Policy studies for educational leaders: an introduction (5th ed.)*. Pearson. ISBN-13: 9780132678117

- **Do not share course materials:** All the materials provided in this course are for your personal, educational use. You may not further copy or distribute them, electronically or otherwise, or use them for any other purpose. You may NOT provide them to any individual or any commercial or nonprofit organization or website that gathers and makes available course or study materials.

COURSE EVALUATION METHODS

Grading will be based on several components totaling 100 percentage points. Each component will count toward the overall grade as follows:

Participation	20%
Assignments	20%
Quizzes	20%
Exams	20%
Final Policy Design Project	20%

The letter grade will be determined as follows:

> 90%	A
80-89.99%	B
70-79.99%	C
60-60.99%	D
<60%	F

Note: Grades will not be rounded up. No plus or minus grades are used.

The following is a description of each of the course components:

- **Participation:** attendance will be taken at the beginning of each lecture and discussion section (4 classes x 5 weeks = 20 points). We will cover one week of materials per lecture, so your attendance is mandatory. Please also be prepared to participate in discussion at least once per lecture (e.g., ask a question, answer a question, provide a comment, share a story, etc.). Students who miss more than 20% of the course meeting (i.e., two lectures) are strongly urged to withdraw from the course (see UCR SOE policy' attendance policy).
- **Assignments:** Once a week, you will have assigned readings—sometimes accompanied by a film, video, or podcast—and an associated assignment to complete before our lectures for that week. There will be **four** such assignments. Each assignment must be completed before the weekly deadline.

- **Quizzes:** At the end of each lecture, you will complete an in-class and open-note quiz. There will be **ten** such quizzes. Each quiz is timed and must be completed within 15 minutes.
- **Exam:** There are two exams (10 points each). The exam includes 25-30 multiple-choice items based on the readings, lectures, activities, and assignments. The exams will be available on Canvas. The exams must be taken on the scheduled date and time unless you have an excused absence. Make-ups will be given only in case of emergency. The highest score among the two exams will be your final score (e.g., exam1=65%, exam2=90%, your final score = 90% (or 18 points). However, both exams are mandatory; if you skip one of the exams, you will automatically lose 10 points.
- **Policy Design Project:** For the policy design project, you can work either individually or in groups of no more than three and design a public policy that addresses a current problem in the educational system. You will choose a problem from a list we will provide. The structure to follow and the grading rubric will be provided to you. Your contribution to the final project will be incorporated into your final project grade.
- **Extra credit:** You will have two opportunities to earn extra credits (1 point each). First, you can attend at least one office hour meeting with me or your TA online. Second, you can create a timeline of educational policies we covered in the lectures (also an excellent reference for you to keep).

LATE POLICY

Late submissions (for assignments and the final project) are accepted up to **3 days** after the due date. Assignments submitted 3 days after the due date will not be accepted. For every day the assignment is late after the assignment is due, 25% will be deducted from the assignment score.

COURSE SCHEDULE (Tentative)

Week (Module) Dates	Topic/Activity	Assignment	Quiz	Exam
1 June 26 – 28	Course Introduction, Education, and the Global Context 1.1: Introduction 1.2: Education and the Global Economy 1.3: International Assessments 1.4: A Nation at Risk Civil Rights and Educational Equity 2.1: Civil Rights Context for Reform and the Coleman Report 2.2: Achievement Gaps	1 July 02, 11:59 PM	1 June 26, 6:30 PM 2 June 28, 6:30 PM	
2 July 3 – 5	Federal, State, and Local Role, Large Federal Programs 3.1: Federal, State, and Local Roles 3.2: Head Start 3.3: Special Education The Federal Accountability Movement 4.1: No Child Left Behind and Flexibility 4.2: Race to the Top 4.3: Every Student Succeeds Act	2 July 09, 11:59 PM	3 July 03, 6:30 PM 4 July 05, 6:30 PM	
3 July 10 – 12	Common Core, School Finance, Comprehensive School Reform 5.1: Common Core State Standards 5.2: Common Core Aligned Assessments 5.3: School Finance 5.4: Comprehensive School Reform Midterm Policy Design Project Workshop	3 July 16, 11:59 PM	5 July 10, 6:30 PM 6 July 12, 6:30 PM	1 July 12, 4 PM

4 July 17 – 19	Teacher Policies 7.1: Teacher Labor Force 7.2: Pathways to Teaching 7.3: Teacher Effectiveness and Evaluation	4 July 23, 11:59 PM	7 July 17, 6:30 PM	
	School Choice Policies 8.1: Schools and Markets 8.2: Forms of School Choice 8.3: Vouchers and Charters		8 July 19, 6:30 PM	
5 July 24 – 26	Urban Challenges, California Education Policy, Recent Policies 9.1: Urban Challenges and the Big City School Districts 9.2: California School Reform 9.3: Affirmative Action, Student Loan	Final project July 25, 11:59 PM	9 July 24, 6:30 PM	2 TBD: July 28, 6:00 PM
	Review Final Policy Design Project Presentation		10 July 26, 6:30 PM	

COMMUNICATION

Please allow up to 24 hours for email reply.

You email title should follow this format: *[EDUC023] XXX*

For example, *[EDUC023] question about final project*

INSTRUCTION FORMAT

This course is scheduled entirely **online via Zoom**. This means lectures, discussion sections, and office hours are all **synchronous** on Zoom at their regularly scheduled times. The other synchronous portion includes the exam and final presentation. Specifically, the exam must be completed individually during the lecture hours at the same time as other students, with Zoom video turned on.

In addition, there are work to be done offline individually. This **asynchronous** portion includes pre-lecture readings, assignments, and quizzes.

Zoom

You will need Zoom to access the synchronous part of this course. It can be found here <https://ucr.zoom.us/>. I found the easiest way to login is to download and install the Zoom Client, and use your UCR NetID to login (use the "Sign In with Google" option).

Canvas

You will need your UCR NetID and password to access the Canvas (or eLearn) course website (<https://elearnhome.ucr.edu/>). All materials will be posted on the course website. In addition, your assignments should be posted to the course website. For instructions on how to access the course website, see <https://keeplearning.ucr.edu/canvas>.

All required materials will be prepared and posted prior to the start of the course, but an instructor may revise or add materials at any point in the course. Students must submit assignments to Canvas by the posted due date. Remember to back up your work frequently, post papers to Canvas once completed, and keep a hard copy of papers/projects. Do not email your assignments to the teaching assistant or instructor unless explicitly instructed to do so.

Others

There are a few free online applications we will use throughout the course: Google slides (<https://docs.google.com/presentation>), Google docs (<https://docs.google.com/document>), Google Jamboard (<https://jamboard.google.com/>). These applications will come in handy when working in small groups, since group members are able to type and draw on a same space simultaneously.

ACADEMIC RESOURCES CENTER

The Academic Resources Center (ARC) provides peer-led supplemental instruction, tutoring, writing support, and study skills workshops for students who wish to excel in their studies, as well as for students who are having difficulty in their courses. The reception room for the ARC is located in Room 156 of the Surge Building. The ARC's website is: <https://arc.ucr.edu/>.

Extra resources that may help you:

- UCR's hotline for COVID Wellness support and guidance: (844) 827-6827

- Student Health Services at (951) 827-3031
- Counseling & Psychological Services (CAPS) at 951-826-5531 to speak with a counselor <https://counseling.ucr.edu>
- UCR COVID-19 Campus Procedures Updates: <https://ehs.ucr.edu/coronavirus>

UCR-SOE POLICIES

ACCOMODATIONS POLICY

If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Student Disability Resource Center (SDRC) at 951-827-3861 (voice) or sdrc@ucr.edu (email). Students needing academic accommodations are required to register with SDRC and provide required disability-related documentation. If you have approved accommodation(s), you are advised to notify your instructor privately. The SDRC website <http://sdrc.ucr.edu> provides information about academic and non-academic supports and has additional contact information.

ATTENDANCE POLICY

SOE takes seriously the need for students to attend and actively participate in classes; class absences and lack of participation undermine the learning process. Students who miss more than 20% of the course meeting are strongly urged to withdraw from the course. Instructors may also fail such students, except in the case of documented serious illness or immediate family emergency. Missing portions of classes, through persistent late arrival or early departure, can count toward the "more than 20% of class time."

ACADEMIC HONESTY POLICY

Students are expected to conduct themselves and their work in a manner consistent with UCR's policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication and plagiarism (e.g., using another's work or ideas without giving credit- intentionally or unintentionally). Submitting your own work more than once (e.g. for this class and another class, without both instructors' knowledge and permission) is also a form of academic dishonesty and will result in an F. If you are at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information: <http://conduct.ucr.edu>. Please familiarize yourself with UCR's policies and procedures regarding academic integrity, published in full in the General Catalog at <http://catalog.ucr.edu>.

WRITING POLICY

The School of Education believes that all students should exit its program with strong writing skills. As such, the quality of written composition as well as content will be factored into grades on students' papers for all education classes.