Instructor: Dr. Aaron Hegde
Office Hours: During Chat Sessions (TBA)
Course website: http://webct.csub.edu/

Course Description:
This course surveys the various economic theories underlying educational policy, the costs and benefits of post-secondary education, and how education may be financed. It analyzes the effectiveness and efficiency of public and private institutions connected with education, as well as the economic role of government in providing universal education. Empirical evidence of the effects of various educational policies adopted in California and the rest of the United States are studied. The impact of education on the formation of human capital, its effect on labor earnings, and its role in the New Economy will be discussed as well.

Course Objectives:
Upon completion of this course, students will be able to:
1. Understand the various economic theories underlying educational policy, the costs and benefits of secondary and post-secondary education, and how such education may be financed.
2. Discuss the impact of education on the formation of human capital, its effect on labor earnings, and its role in the New Economy.
3. Demonstrate empirical knowledge of the effects of various educational policies adopted in California and the rest of the United States.
4. Analyze the effectiveness and efficiency of public and private institutions connected with education, and the economic role of government in providing universal education.
5. Evaluate economic policies aimed at providing universal education of an acceptable standard to all citizens.

Required Readings (2):

• One Book only (for a book review from) the following:

**Course Policy:**

*Grading System:* Grades will be determined by total percentage points earned in the course, with the points corresponding to each letter grade to be determined at the end of the term. I do not tend to grade on the curve. Rather, I use the usual standard that corresponds to each letter grade:

<table>
<thead>
<tr>
<th>95 – 100 A</th>
<th>90-94 A-</th>
<th>87-89 B+</th>
<th>84-86 B</th>
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</thead>
<tbody>
<tr>
<td>80-83 B-</td>
<td>77-79 C+</td>
<td>74-76 C</td>
<td>70-73 C-</td>
</tr>
<tr>
<td>67-69 D+</td>
<td>64-66 D</td>
<td>60-63 D-</td>
<td>0-59 F</td>
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*There will be no rounding off in grade calculations, for e.g., an 89.9 will still be considered a B+.* The above translates to the following:

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<thead>
<tr>
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<tbody>
<tr>
<td>400 – 414 B-</td>
<td>385 - 399 C+</td>
<td>370 – 384 C</td>
<td>350 – 369 C-</td>
</tr>
<tr>
<td>325 – 349 D+</td>
<td>300 - 324 D</td>
<td>&lt;300 F</td>
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**Course Requirements:** Course requirements and grade distribution are as follows:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Homework</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Debates/ Discussions</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Exams:** There are two exams, a mid-term and a final. Both exams will contain essay type questions and will be administered online. The exams will be available on the scheduled day and will be due a few days later. They will be open book, open notes etc.

**Homework:** A broad category that involves doing the assignments, doing the readings, discussion participation, and group work. I reserve the right to include work, not possibly listed within the syllabus. Advance notice will be given in such cases. Under no circumstances will late homework be accepted. The success of an online course depends on meeting deadlines, so please honor them.

**Quizzes:** To reinforce your understanding of materials, we will have four quizzes. They will be administered online. Each quiz will be available on the scheduled day and time, and will be available for three days. There will be a time limit to complete the quiz.
online. Once you start the quiz, you will need to complete it as you will not be given a second chance. More details to follow.

**Debates/Discussions:** The class will be divided into groups that will present both the ‘Yes’ or the ‘No’ argument for a proposed educational policy/issue. Each member of the group is required to participate in the ‘debates’. Topics for debates will be assigned. A PowerPoint presentation of the debates must be made available. Each group will be assigned to ‘judge’ a debate. More details to follow. Every Sunday, I will post a topic for discussion under the ‘discussions’ icon on the homepage. You will have one week to respond to the post.

**Book Review:** A 5 – 7 page report on a book of your choice from the list above (under ‘Required Textbooks’). The book review should incorporate material from the course. More details to follow. It is due on **Tuesday, March 11, 2008.**

**Class Policy:** No makeup exams or extensions on the homework assignments will be allowed or accepted. Only compelling medical reasons with supporting certification from a medical doctor will be considered. Exams, quizzes, and homework cannot be made up for other reasons. If you miss an activity, your grade will be assigned according to your completed requirements.

**Tentative Course Outline:**

**Module One: Introduction to the Education Policies:** Basic overview of course, approach taken within the course, topics considered; some elemental economic concepts.  
Video: First to Worst

**Module Two: Philosophy of Education:** Discussion of the various student learning styles; traditional approaches (Dewey); learning and social experiences; standardizing education; learning and external forces (Skinner);  
*Issues 1, 2 & 3*

**Module Three: Religion in Schools:** role of religion in school; evolution vs. intelligent design; schooling and secularism; separation of church and state  
*Issues 7 & 22*

**Module Four: Charter Schools & Vouchers:** charter schools and their impact on morality, schooling; impact of vouchers;  
*Issues 10, 11 & 12*

**Module Five: Schools & Policies:** school size; violence; homework;  
*Issues 15, 17 & 18*

**Module Six: Diversity in Schools:** accommodating disabled students; bilingual education; segregation in the schools  
*Issues 6, 14, & 16*  
Video: Black, White and Brown
Module Seven: *Evaluating Schools*: assessing school performance; alternative teaching; improving failing schools; school role in producing good citizens; No Child Left Behind; *Issues 5, 8, 9, & 13*

Module Eight: *School Performance*: state of public schools; technology in schools; merit – based teacher pay; *Issues 19, 20 & 21*