The College of Charleston  
Fall 2018  
Poli 308.01- Education Policy  
Tuesdays-Thursdays – 1:40- 2:55 pm  
Maybank Hall 207

Instructor Marguerite Archie-Hudson, Ph.D.  
Office Hours Tuesdays 3:15-4 pm, Wednesdays 10:00 am- noon, & by appointment  
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Course Description:

This course is designed to introduce students to the major issues and challenges that influence the development of federal education policy in the United States. This course will examine the major judicial rulings, legislative statutes, and executive actions—1954 to the present—and their impact on the organization and administration of American public schools from Brown V. Board of Education to the present. Particular attention will be paid to the emerging and continuing debates regarding school choice, national vs. state standards – who should be held accountable for student achievement—and the effects of these policies on the organization, governance, and curriculum of American public education. At the end of the semester students should be able to (a) analyze, interpret and explain the political and policy influences that shape the current American education system; (b) identify the implications for future education policy including the role of public education and an instrument of democracy; and (c) understand the critical role of citizen engagement in determining the future of American public education.

The following federal enactments and reports will form the core of these discussions:

2. The Elementary and Secondary Education Act of 1965- (ESEA), (P.L. 89-10), as amended by subsequent reauthorizations  
5. Improving Schools Act of 1994 (P.L. 103-382)  
7. The No Child Left Behind Act of 2001 (P.L. 107-110)

Course Requirements:

A. Regular class attendance is expected of all students and will constitute 5% of your final grade. Attendance will be recorded via a daily sign-in sheet. Absences will be excused only if they are officially validated.  
B. Expectations for class participation include reading assignments prior to class, joining in class discussions, respecting the opinion of others and turning assignments in on time. Late assignments will incur severe grade penalties.
C. The use of cellphones, iPads, tablets, and any other electronic device during class is not permitted. Personal computers may be permitted for the exclusive purpose of taking notes and verification may be required at any time. Failure to observe this policy will result in severe grade penalties and may result in expulsion from the class.
D. Students are strongly encouraged to utilize office hours and/or schedule appointments to discuss assignments and readings.
E. Students who are receiving services though the Center for Disability Services, are scheduled to travel with an athletic team, or will participate in a student government related or other official off-campus activity during the semester must present a letter of verification signed by the appropriate college official.
F. Students who plan personal (i.e. non-emergency) off-campus trips prior to a scheduled exam (i.e. midterm or final) will not receive excused absences nor the opportunity to make up the exam.
G. Students are encouraged to take advantage of the services of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor)
H. The College Honor Code is in effect at all times during the semester. It includes specific sanctions for plagiarism and other forms of academic cheating. Other violations such as continued use of cell phones are now included as Honor Code violations.

**Grading**

The semester grade will be based on a Midterm examination, a four part research paper that examines a current education topic of significant public interest, a Final examination, and class participation as follows:

A. Research Paper, Part I 15%
B. Research Paper, Part II 15%
C. Research Paper, Part III 15%
D. Research Paper, Part IV 15%
E. Midterm Examination 15%
F. Final Examination 20%
G. Class attendance/ participation 5%

**Required Textbook**

There is not an assigned textbook for this class. Students are required to read the following:

2. The Elementary and Secondary Education Act of 1965- (ESEA), (P.L. 89-10), as amended by subsequent reauthorizations
5. Improving Schools Act of 1994 (P.L. 103-382)
7. The No Child Left Behind Act of 2001 (P.L. 107-110)
8. Abbeville School District et al vs. The State of South Carolina
Course Outline and reading assignments

AUGUST 2018
TU 21 Class introductions and overview of semester
TH 23 Class overview and semester assignments
TU 28 Lecture and handout- Defining Public Policy
TH 30 Lecture and discussion- Defining Public Policy

SEPTEMBER 2018
TU 4 Federalism defined (Handout)
TH 6 Brown v Board of Education (Handout)
TU 11 Brown v Board of Education

Assignment #1 Due
TH 13 The Elementary and Secondary Education Act of 1965
TU 18 The Elementary and Secondary Education Act of 1965
TH 20 Discussion: “A Nation at Risk- The Imperative for Educational Reform”
TU 25 Lecture and discussion: “A Nation at Risk- The Imperative for Educational Reform”
TH 27 The 1989 Charlottesville Summit

OCTOBER 2018
TU 2 The Charlottesville Summit- Goals 2000

Assignment #2 Due
TH 4 Goals 2000- Educate America Act
TU 9 Improving America’s School Act
TH 11 Midterm Examination
TU 16 The Koret Task Force Report: “A Nation at Risk- 20 Years Later”
TH 18 The No Child Left Behind Act of 2001
TU 23 No Child Left Behind

States’ Roles in Educational Policy Making
TH 25 State Legislatures and Education Policymaking
TU 30 State Legislatures and Education Policymaking

Assignment #3 Due
NOVEMBER 2018
TH 1 State Legislatures and Educational Policymaking
TU 6 Fall Break- No Classes
TH 8 State Legislatures and Education Financing
TU 13 State Boards of Education
TH 15 Local School Boards- Organization and Governance
TU 20 Local School Boards- Organization and Governance
TH 22 Thanksgiving Holiday- No Class
TU 27 Local school financing- Charter schools
Assignment #4 due
TH 29 Local school financing- Charter schools

DECEMBER 2018
M 3 Last day of semester classes
TU 4 Reading Day – NO CLASS
TH 6 FINAL EXAMINATION
4:00- 7:00 PM
Maybank 2018

REQUIRED ASSIGNMENTS
The research assignment provides the opportunity to explore the process of educational policymaking. This semester we will explore education policymaking in the Charleston County School District.

You will be required to write four papers, each of which will explore the laws and policy influences that shape the current operations of the Charleston County School District.

Paper #1- The demographics and governance of the Charleston County School District
Paper #2- The 1968 Charleston County Act of Consolidation
Paper #3- The Disturbing Schools Law
Paper #4- The State Education and Legislative Committees

The outline for each paper and the template for writing it will be provided.