The College of Charleston  
Fall 2019  

POLI 308.01 – Education Policy  

Tu-Th 8:00 A.M. – 9:15 A.M.  
Maybank 316  

Instructor: Marguerite Archie-Hudson, Ph.D.  
Office Hours: Mondays 10:00 A.M. – 3 P.M. and by appointment  
Office Location: 114 Wentworth Street, Room 204  
Telephone: 843-953-8138  
E-Mail archiehudsonm@cofc.edu  

Course Description and objectives:  
This course is designed to introduce students to the major issues and challenges as well as the significant actors that shape and influence the development of public education policy in the United States. The course will examine the major judicial rulings, legislative enactments and executive actions – 1954 to the present- that serve as principal guidelines for the organization and administration of American public schools. Attention will be paid to the impact of federal policies on the governance, implementation and outcomes of public education at the state and local level. 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 public education system; (b) identify the implications for future outcomes regarding public support, student achievement and the role of public education as 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 Act of 1965 (ESEA), P.L. 89-10, as amended by subsequent reauthorizations.  
4. The No Child Left Behind Act of 2001- P.L. 107-110  
5. The South Carolina 2019 Education Opportunity Act  
6. The Charleston County 1968 Act of Consolidation  

Course Requirements:  
1. Regular class attendance is expected of all students. Attendance will be recorded on a daily sign-in sheet. Absences will be excused if they are officially validated.  
2. Expectations for class participation include reading assignments prior to class, joining in class discussions, respecting the opinion of others and turning in assignments on time. Late assignments without prior approval from the instructor will incur a grade penalty of ½ a letter grade for each day the assignment is late.  
3. The use of electronic devices (including cell phones) for personal use during class is prohibited. Students who violate this requirement may receive major grade penalties.
4. Students who are receiving services through the Center for Disability Services, are scheduled to travel with an athletic team or 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.

5. Students are encouraged to take advantage of the services of the Writing Lab in the Center for Student Learning (Addlestone Library, First floor). Trained writing consultants are available to assist with overall development of papers, sentence structure, source documentation, etc.

6. Students who plan personal (i.e., non-emergency) off-campus trips prior to a schedule exam (ex. Midterm or Final) will not receive excused absences nor the opportunity to make up the exam.

7. The College Honor Code is always in effect throughout the semester. Academic dishonesty (lying, cheating, attempted cheating or plagiarism) are violations of the Honor Code that, when identified, are reported to the Dean of Students, investigated and may result in sanctions, including dismissal from the College. Willful violations of class requirements, including repeated unauthorized use of cell phones or electronic devices, are violations of the Honor Code and may result in expulsion from the class.

8. Students are strongly encouraged to utilize posted office hours and/or schedule appointments to discuss assignments or readings.

Grading

Grades will be based on a four-part research paper that examines a current educational issue, a Midterm examination and a Final Examination, as follows:

1. Research Paper, Part One 15%
2. Research Paper, Part Two 15%
3. Research Paper, Part Three 15%
4. Research Paper, Part Four 15%
5. Midterm Examination 20%
6. Final Examination 20%

Required Textbook

Students are also responsible for becoming familiar with each of the following major legislative enactments and policy initiatives:

2. The Elementary and Secondary Act of 1965 (ESEA), P.L. 89-10, as amended by subsequent reauthorizations.
4. The No Child Left Behind Act of 2001 P.L. 107-110
5. The South Carolina 2019 Education Opportunity Act
6. The Charleston County 1968 Act of Consolidation
# Course Outline

## August 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tu 20</td>
<td>Class introductions and semester overview</td>
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<tr>
<td>Th 22</td>
<td>Semester overview and assignments</td>
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<tr>
<td>Tu 27</td>
<td>Defining Public Policy&lt;br&gt;Wilson, Chapter One, pages 17-37</td>
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<td>Th 29</td>
<td>Defining Public Policy&lt;br&gt;Chapter Two, pages 47-54</td>
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## September 2019

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tu 3</td>
<td>Evolution of American Education Policy&lt;br&gt;Wilson, Chapter Thirteen</td>
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<td>Th 5</td>
<td>The Federal Role in Education Policymaking – 1954 to Present&lt;br&gt;_Brown v Board of Education_ (Handout)</td>
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<td>Tu 10</td>
<td>_Brown v Board of Education_</td>
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<tr>
<td>Th 12</td>
<td>The Elementary and Secondary Education Act of 1965 (ESEA)&lt;br&gt;Wilson, Chapter Thirteen</td>
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<td>Tu 17</td>
<td>The Elementary and Secondary Education Act of 1965</td>
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<tr>
<td>Th 19</td>
<td>“A Nation at Risk: The Imperative For Education Reform”&lt;br&gt;Wilson, Chapter Thirteen&lt;br&gt;<strong>Paper One Due</strong></td>
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<td>Tu 24</td>
<td>The Koret Task Force Report: “A Nation at Risk” 20 Years Later</td>
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<td>Tu 26</td>
<td>The 1989 Charlottesville National Summit on Education</td>
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## October 2019

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<th>Date</th>
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<tr>
<td>Tu 1</td>
<td>The National Education Goals</td>
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<td>Th 3</td>
<td>“Goals 2000: Educate America Act” and “The Improving America’s Schools Act of 1994”&lt;br&gt;Wilson, Chapter Thirteen</td>
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<td>Tu 8</td>
<td><strong>Midterm Examination</strong>&lt;br&gt;The States’ Role in Education Policymaking</td>
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Th 10  Federalism defined
Tu 15  Fall Break – No Class
Th 17  States Education Policymaking- Legislative Powers and Authority
Wilson, Chapter Thirteen
Tu 22  State Legislative Policymaking
Paper Two Due
Th 24  State Legislative Policymaking
Tu 29  State Administration of Public Education
Th 31  State Administration of Public Education

November 2019

Local Governments Role in Education Policymaking
Tu 5  Local School Boards – Legislative powers
Paper Three Due
Th 7  The Charleston County 1968 Act of Consolidation
Tu 12 Invited Speakers: Charleston County School Board Member, The Quality
Project, Kids Coalition, etc.
Th 14  Research Presentation – Group One
Tu 19  Research Presentation – Group Two
Th 21  Research Presentation – Group Three
Paper Four Due
Tu 26  Research Presentation – Group Four
Tu 28  Thanksgiving – No Class

December 2019

Mon 2  Last Day of Semester
Tu 3  Reading Day
Th 5  Final Examination
12 Noon – 3 P.M.
Maybank 316
Required Research Assignment

This assignment provides the opportunity to study the stated policy goals of the Charleston County School District that will guide its current “Mission Critical” initiative. The stated goal is to create a district-wide master plan to provide “equitable, comprehensive learning experiences” for all CCSD students. The Board’s Mission Critical initiative is informed by the following reports and analyses:

4. The 2018 AdvanceED Accreditation Report.”

These reports shed a harsh light on the district’s failure to successfully address the issue of student achievement.

In preparation for its Mission Critical policies the CCSD Board created the Community Scenario Project on the Future of Education in Charleston County.

You will write four policy reports/analyses on the CCSD policymaking process as it seeks to address the problems described. In preparation for this assignment you are required to read the Charleston Shared Future Executive Summary which is the description of the above project. You have been given a copy of this report.

You will be given a specific template for each paper.