Instructional Objectives and Student Learning Outcomes

Public policymaking is the process by which elected and appointed government officials make decisions about the primary functions of government that direct or control the lives and activities of its citizens. Under our dual system of government (commonly described as federalism) some of these functions are assigned to the federal government by the United States Constitutions, some are under the purview of state governments based on their individual constitutions, and some are carried out by both. As the nation has grown from one million persons in thirteen colonies in 1790 to over 330 million in fifty states today, health care has emerged as a major policy area with a central unresolved question: Is health care a right or a privilege? The current policy debates are anchored in three major issues: Access- should health care be a universal national policy? Cost- who benefits -and who pays? and Quality- what are the minimum infrastructures and standards that define equity and excellence in the American health care system?

In 2019 the world experienced COVID-19, the worst pandemic to occur in the past 100 years- affecting over 20 million persons worldwide, 25% of whom are United States citizens. As this pandemic continues to rage at dangerous levels policymakers at the federal, state and county levels find themselves challenged to engage in health policymaking that is effective, affordable, equitable and sustainable into the unknown future. This semester the COVID-19 epidemic will serve as the case study for the examination of health policymaking in the United States.

At the end of the semester students should be able to demonstrate a firm understanding of the basic theories that undergird the policymaking process, the major federal enactments that currently comprise the federal health care “Safety Net’, the critical state institutions that form the health care delivery system, the current policy debates around COVID-19 and the impact of all of these policy activities in shaping who has access , who pays and the measures of quality that are related to positive health outcomes.

Attendance policy- This is an on-line class. Attendance will be tracked and recorded through the appropriate web-based technology. Students who miss class due to personal illness, COVID-19 related illness, a requirement that they isolate or quarantine, the need to care for a family member who is ill
due to COVID-19, other significant medical or family emergencies, etc. are responsible for contacting the instructor directly. Students who fail to meet the stated deadline dates for any written mandatory assignments without a confirmed acceptable reason may incur a grade deduction. The dates for receipt of assignments and/or exams are listed in this syllabus in the appropriate sections.

**Grading Policy**

Grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper # 1</td>
<td>20%</td>
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<tr>
<td>Paper # 2</td>
<td>20%</td>
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<tr>
<td>Paper # 3</td>
<td>20%</td>
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<tr>
<td>Paper # 4</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
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Grade values will be assigned as follows:

- **A** = 93-100
- **A-** = 90-92
- **B+** = 88-89
- **B** = 83-87
- **B-** = 80-82
- **C+** = 78-79
- **C** = 73-77
- **C-** = 70-72
- **D+** = 68-69
- **D** = 63-67
- **D-** = 60-62
- **F** = 59 and below

**Required and Optional Readings**

There is not a textbook assigned for this class. Students are required to utilize the following on-line resources during the course of the semester.

1. The Centers For Disease Control (CDC)
2. The Office of the U.S. Surgeon General
3. The U.S. Office of Education
5. The South Carolina Department of Health and Environmental Control (DHEC)
6. The South Carolina State Superintendent of Public Instruction
8. The Official Website of New York State (NY.gov)
8. The following documents and reports:
   - A. CDC- Symptoms of COVID-19 (document or video)
Required assignments to assess student learning outcomes:

The COVID-19 pandemic provides a unique opportunity to study health policy during a time of a national and international health emergency. Both our national government and each of our 50 state governments have been required to design plans and programs in response to COVID-19 in three specific areas of health policy: (1) protecting the public’s health; (2) managing the state’s economy and (3) delivering public education as required by state laws.

Your policy research assignment this semester is a case study of how health policy is being made in response to the COVID-19 pandemic. You will write four papers in which you will compare the health policies developed and executed by two states in response to the COVID-19 epidemic: South Carolina and New York. Your policy research will examine the following questions:

(1) What COVID-19 related health policies have been developed by the State of South Carolina and the State of New York that define the public behaviors required to protect the public’s health?

(2) What COVID-19 related policies have been developed by the State of South Carolina and the State of New York to determine which of the state’s businesses must close their operations or are required to remain open during the pandemic?

(3) What are the COVID-19 related policies of the State of South Carolina and the State of New York regarding the specific conditions under which public schools must open or remain closed for the Fall 2020 school semester?

Paper # 1 will provide the following information:

(a) The Executive Order(s), if any, issued by the Governor of each state on the following behaviors designed to protect public health: (1) public behaviors: crowd size, facial covering and social distancing for the general public; (2) Medical facilities: mandatory medical equipment and clothing required for facilities and hospital personnel to operate at maximum efficiency in treating COVID-19 patients.

Paper # 2 will provide the following information:

(a) Executive Orders, if any, issued by the Governor of each state that defines the state’s “essential businesses” required to remain open during the COVID-19 pandemic.

(b) The list of “non-essential businesses” required to close their operations during the COVID-19 pandemic.

(c) Any Executive Orders issued in August 2020 that changed the status of businesses on either of the above list

Paper #3 will provide the following information:
(a) **Executive Orders** from each state that specify the conditions under which **public schools must open** for the Fall 2020 semester or **remain closed**.

(b) Specific **Memoranda** and/or instructions from the **State’s Chief Education Officer** (ex. State Superintendent of Education) that provides specific instructions for the procedures that must be in place in public schools to protect the health of students, faculty and staff.

(c) Specific authority (Executive Order, Memoranda, legal law/mandate, etc.) from the Governor, State Superintendent of Education or the State Legislature on the options available to parents for **on-line** or **in class** instruction.

(d) Specific **technology support** to be available to students enrolled in on-line instruction.

**Paper #4** will be an **analysis and summary** of the information contained in papers 1-3 as follows:

A. Prepare a **chart** that compares the **mandatory activities** of each state in response to COVID-19 in each of the following areas: (1) **protecting public health**; (2) **maintaining essential business services**; (3) **providing public education**.

B. Write a **summary** (maximum 4 pages) that states whether South Carolina or New York, in your opinion, has provided the **most effective policy solutions** in each of the areas affected by COVID-19. Explain the reasons for your conclusions. Based on your research, state any **recommendations** you would make, if any, for additions or revisions in current policy.

C. **Optional Bonus Assignment**: After a semester of studying the characteristics, effects and impacts of COVID-19, what is the **one big question** you would like to ask about this disease – and of whom would you ask it?

**Note**: The deadline (due date) for the receipt of each paper is stated in the syllabus. Late papers will be subjected to very severe grade deductions. Papers that are more than five days late without a confirmed and acceptable excuse will not be accepted.

**Maximum page numbers for these assignments are not defined as the content of official communications such as Executive Orders, official memoranda, etc. cannot be determined in advance. Students are expected to use judgment in determining whether information may be more effectively presented in charts, bullet form, as attachments, etc. It is noted here that writing vague, rambling essays is not recommended!**

All assignments will be submitted via the OAKS drop box.

**Accommodations for students with disabilities**: This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center for Disability Services/SNAP, 843-953-1431 or me so that such accommodations may be arranged.

**Honor Code and Academic Integrity**: “Lying, cheating, attempted cheating and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.”
Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed by both the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/in-depth.”

OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Recording of Classes (Via Zoom)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone and internet access. Resources are available to provide students with these essential tools.

Center for Student Learning

The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking and writing skills and course content. Services include tutoring, Supplemental Instruction, study skills appointments and workshops. Students of all abilities have become successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Class schedule
August 2020
Tuesday 25  Introduction and Syllabus Review
Thursday 27  Overview of semester assignments

September 2020
Tuesday 1    Public Policy defined
Thursday 3   Public Policy and Federalism
Tuesday 8    COVID 19-Describing a pandemic
Thursday 10  COVID-19 -Describing a pandemic
Tuesday 15   Cyclical Policymaking in the time of COVID-19-

  **Step One: Problem Identification**

Thursday 17  Policymaking in the time of COVID-19 –
Problem Identification
Tuesday 22   Policymaking in the time of COVID-19-

  **Step Two: Issue Analysis**

Thursday 24  Issue Analysis

**Paper # 1 Due**
Tuesday 29   Step Three: Agenda Setting

October 2020
Thursday 1   Agenda Setting
Tuesday 6    **Step Four: Policy Formation**
Thursday 8   Policy Formation
Tuesday 13   **Step Five: Policy Adoption**

**Paper # 2 Due**
Thursday 15  Policy Adoption
Tuesday 20   **Step Six: Policy Implementation**

  **Midterm Grades posted at Noon**

Thursday 22  Step Six: Policy Implementation
Tuesday 27   **Step Seven: Policy Evaluation**
Thursday 29  Step Seven: Policy Evaluation
**November 2020**

**Tuesday 3 –** Election Day – No Class  
**Thursday 5**  COVID-19 - Federal Election Impacts  
**Tuesday 10**  COVID-19 – Federal Election Impacts  
**Thursday 12**  COVID-19 – State Election Impacts  
**Tuesday 17**  COVID-19- State Election Impacts  
**Thursday 19**  The question of vaccines  
**Tuesday 24**  The question of vaccinations  

**Thursday 26 –** Thanksgiving Day

**December 2020**

**Tuesday 1**  COVID-19 update: Demographics/statistics  

*Paper # 4 Due*

**Thursday 3 –** Last Day of Class – Final Examination Issued by Instructor  
**Thursday 10 –** Final Examination Due to Instructor via Drop Box  
**Wednesday 16-** Final grades posted by Instructor