



OFF-CAMPUS DELIVERY APPROVAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

OCD

INSTRUCTIONS: This form must be completed for each semester in which the course instructor meets face-to-face with the students for any amount of time at a site other than the home campus of the offering university. Internships, practica, studio/PE and field work courses do not require the OCD form. The OCD form is available online at www.sc.edu/provost/acadprog.

Date: 9/20/11 Campus: Columbia

College/School: College of Education

Department (if applicable): Educational Leadership & Policies

Undergraduate Graduate

COURSE INFORMATION

Course Designation: EDLP 755 3
4-letter Designator Prefix Course Number Suffix # Credit Hours

Section Number: 002

Course Title (24 character limit): Educational Policy Analysis

Cross-listed with which course?
4-letter Designator Prefix Course Number Suffix

Course Scheduling: Regular Session Schedule Exception
(If a schedule exception is being requested, attach a completed Schedule Exception Request (SER) form.)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

Course Scheduling: Yes No
(If yes, please contact Office of Educational Outreach (OEO) for processing.)

Proposed Effective Term for Off-Campus Delivery:
Year: 2012 Fall Spring Summer I Summer II

COURSE DELIVERY LOCATION

Course Delivery Location: 0 % On-Campus 100 % Off-Campus
(If course is offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

Proposed Location of Course: University Center of Greenville, Greenville, SC
Facility Address(es) City State Country

Beginning Date at Location: 1/9/2012 Ending Date at Location: 5/2/2012

INSTRUCTOR INFORMATION

Name of Instructor: Lynn Harrill lharrill@sc.edu 7-3091
Print Name Email Address Phone Number

If this is a graduate course, is the faculty member in the regular Graduate Faculty or Term Graduate Faculty database?
 Yes No

REQUIRED ATTACHMENTS (The following documents as appropriate must be attached to this form before submission)

- Course syllabus
- Schedule of all course meeting dates and times, with tally of contact minutes
- Memorandum of Agreement (if applicable)
- USC Study Abroad Program Proposal (if applicable)

MEMORANDUM OF AGREEMENT

If the course is part of an academic program established through an MOA, has the Provost Office approved the MOA?

Yes No If yes, date of approval: _____

If the course is offered at an international location as a part of an agreement governed by an MOA, has the Office of International Programs approved the MOA?

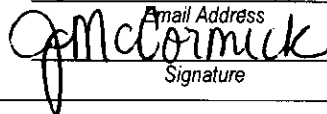
Yes No If yes, date of approval: _____

If the course is offered under the auspices of an MOA of any type, has the Office of Legal Counsel approved the MOA?

Yes No If yes, date of approval: _____

CONTACT INFORMATION

Contact Person:


Jessica McCormick
Print name
 jessica.mccormick@sc.edu
Email Address

Signature

Admin Coordinator
Title
 7-3802
Phone Number
 9/20/2012
Date

REQUIRED APPROVALS

Department Chair or Graduate Director:


Katherine Chaddock
Print name
 kchaddock@mailbox.sc.edu
Email Address


Signature
 7-6236
Phone Number

9/20/11
Date

Academic Dean:

Zach Kelehear
Print name
 dzk@sc.edu
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Signature
 1-3802
Phone Number

2/21/11
Date

Office of International Programs

Print name

Email Address

Signature

Phone Number

Date

Dean of the Graduate School (as appropriate)

Print name

Email Address

Signature

Phone Number

Date

Provost's Office

Print name

Email Address

Signature

Phone Number

Date

- Graduate Council Faculty Senate

 Date of Faculty Governance Approval (if appropriate)

College of Education
University of South Carolina
Department of Educational Leadership and Policies
EDLP 755 Educational Policy Analysis
Syllabus

- I. **COURSE DESCRIPTION:** An introduction to policy making in education with an emphasis on the local and state levels of policy information.
- VISION STATEMENT:** The program in CD -12 Administration prepares scholar administrators for leadership positions in the schools.
- A. Course Credit:** Three graduate credits
- B. Prerequisite:** EDLP 705 or permission of the instructor
- C. Intended Audience:** Ed.S. or Ph.D. graduate students who are school or district administrators, district and state policy makers, public education advocates, and individuals pursuing research in areas related to public policy.
- D. Instructor:** Dr. J. Lynn Harrill
College of Education
Department of Educational Leadership and Policies
Columbia, SC 29208
Office: 304A Wardlaw College of Education
Phone: 803.777.3091
FAX: 803.777.3090
E-mail: lharrill@sc.edu
Office Hours: By Appointment
- E. Location/Time:** University Center of Greenville
Room: TBA
DayTime: *Wed /5:00 - 7:45 p.m*
- F. Course Objectives:** The purpose of this course is to present a theory-based approach to understanding and analyzing the genesis and implementation of national, state, and local policies that affect public education. The objectives of the course are intended to enhance the understanding of policy and increase policy analysis for district administrators, district and state policy makers, public education advocates, and individuals pursuing academic research in areas related to public policy. Upon successful completion of the course, as assessed by performance on assignments, students will be able to:
1. Articulate an understanding of how local and state educational policies are

- developed and implemented at the school, district, and state levels;
- 2. Identify relevant sources of information for monitoring the development and implementation of education policy issues;
- 3. Apply skills and competencies that demonstrate an understanding of policy analysis in education; and
- 4. Demonstrate an awareness about current educational policy issues in South Carolina. [NCATE 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2, 5.2, 6.1, 6.2, 6.3]

II. REQUIRED TEXTS AND RESOURCES

Fowler, Francis C. (2009) *Policy Studies for Educational Leaders: An Introduction*. 3rd Edition. Prentice Hall, Pearson Education, Inc.

McDaniel, Thomas R. (2007). *School Law for South Carolina Educators*. Charlotte, NC: Catawba Publishing Company.

Townsend, Rene S., Brown, James R., and Buster, Walter L. (2005) *A Practical Guide to Effective Board Meetings*. Corwin Press.

Additional readings and resources as needed (internet resources, library reserve, readings provided by the instructor)

III. COURSE REQUIREMENTS

- A. Attendance:** Students are expected to attend and participate in all class and online activities as designated in this document.
- B. Participation:** Students are expected to participate in all class activities. Whether working in groups or individually, students must actively engage in the assigned discussions and simulations. Participation will also include written reflections, reports, and/or presentations that are assigned as part of preparation for class sessions.
- C. Submission of Assignments:** All assignments must be completed and submitted to the instructor on the assigned date as indicated in this document. There are no exceptions to this requirement. Late papers will not be accepted.
- D. Publication Manual of the American Psychological Association (6th ed.):** Guidelines regarding the conventions of scholarly citations in manuscript presentation must be carefully followed. Expectations regarding APA style will be discussed in class.
- E. Electronic Resources:** Use of electronic resources is vital to the successful completion of this course. Activities in the class will require that students be able to access their accounts on the University's mainframe; log onto the Blackboard program; send and receive e-mails; and download, open, and send files and documents.
- F. Carolinian Creed:** Students must adhere to the Carolinian Creed, widely acknowledged norms of ethical behavior, and standards of professional and personal integrity. Evidence of academic dishonesty or collusion in another's

dishonesty may well result in administrative removal from this course and degree program.

IV. EVALUATION AND GRADING

Each component of the course will be weighted as follows:

Class attendance and participation:	10%
Board meeting observation report # 1	15%
Board meeting observation report # 2	15%
Policy analysis mid-term/simulation	15%
Policy presentation	20%
Policy analysis paper	25%
Total	100%

The Grading Scale is indicated below.

A	94 -100
B+	89 - 93
B	83 - 88
C+	78 - 82
C	70 - 77
D	65 - 69
F	Below 65

Note: No more than four grades of C or lower are allowed in a graduate degree program.

V. ASSIGNMENTS:

- 1. Class Participation (10%):** Students will participate in all class activities and simulations. Weekly assignments will include preparation for individual and class activities.
- 2. Observation and Policy Analysis Reports [2 @ 15% each]:** Students will attend two regularly scheduled meetings of policymaking groups and complete a policy analysis based on what was observed at the meeting. **One of the visits must be a meeting of the Education Oversight Committee (EOC), of the General Assembly, or of the SC State Board of Education. The EOC usually meets at 2:00 pm on the second Monday of even-numbered months and Standing Committee Meetings of the State Board are held on the second Tuesday of the month at 10:00 am.** You may also attend meetings of the South Carolina General Assembly (or Education Committee/Subcommittee meeting in the House or Senate) or district board of trustee meetings. Observations will be discussed in class.

Your analysis should be no longer than five pages. The policy analysis report must be double spaced with one inch margins. References and scholarly citations are not necessary: Policy analysis papers should contain the following sections:

Introduction. The introductory section should include the name of the group observed, date, time of meeting (beginning and ending), agenda items, and other relevant information. Attach a copy of the agenda if possible.

Description. The description section should include details related to issues addressed in the meeting as well as the group's other activities and actions.

Policy Analysis. The policy analysis section should relate the activities and discussions of the group observed to the class readings and class discussions of theories of policymaking. Students should provide a personal reaction to the meeting and outline specific concepts and salient issues from the observation.

[NCATE 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2, 5.2, 6.1, 6.2, 6.3]

3. **Mid-term/simulation (15%):** The mid-term/simulation will be administered in class to provide students an opportunity to demonstrate their knowledge and application of concepts learned in the first half of the course.
4. **Policy Analysis Group Report (20%):**

This is a small group presentation on a current South Carolina educational policy of interest to the group members (topic must be approved in advance by the instructor). The group will describe and analyze the policy and make a presentation (20-30 minutes) to the class. *McDaniel's School Law for South Carolina Educators* will serve as an important resource for the presentation. The presentation should include the following elements:

 - A. **Background.** Describe the selected policy in terms of its genesis, purpose, legislative history, state regulations, etc.
 - B. **Implementation.** Describe how the policy is being implemented in local schools and/or districts. What factors affect the policy implementation at the state and local levels?
 - C. **Relevant Literature.** Present a brief review of literature related to the policy.
 - D. **Critique.** Discuss the strengths and weaknesses of the selected policy in the context of policymaking theory, the literature review, and the policy's implementation in South Carolina.

[NCATE 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2, 5.2, 6.1, 6.2, 6.3]
4. **Policy Analysis Paper (25%):**

Each student will select a local or state policy issue (with approval of the instructor) and prepare a paper (15-20 pages) that analyzes the issue and presents policy recommendations. The paper must be research-based, not based on your personal experience and opinions. The following outline **is required:**

 - A. **Introduction and Statement of the Issue.** Identify the policy issue that you have selected and describe its significance in the educational policy arena.

(5 %)

- B. **Literature Review.** Provide a literature review that describes the background and development of a specific policy. Be sure to include information about the genesis of the policy and describe the leadership and involvement of relevant stakeholder groups who supported or opposed the policy. (25 %)
- C. **Methodologies.** Describe the two conceptual/theoretical frameworks that you will use to analyze the issue. Include discussions of the design of the frameworks and their applicability to your selected issue. (20 %)
- D. **Analysis.** Apply the two conceptual/theoretical frameworks to your educational policy issue. Compare and contrast the analyses resulting from the application of each framework. Be sure to discuss the moral and ethical considerations resulting from your analysis. (25 %)
- E. **Policy Implementations.** Describe the important elements that you have learned about the policy issue as a result of your analyses. What recommendations do you suggest related to your specific educational policy issue? As a leader of your school or district, how would you implement your recommendations and successfully manage changes that would result from your recommendations? Identify any potential barriers to effective implementation. (20 %)
- F. **Bibliography.** Provide a complete listing of all references (both primary and secondary) used for your paper. (5 %)

[NCATE 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2, 5.2, 6.1, 6.2, 6.3]

EDLP 755 - Educational Policy Analysis

Class Assignments – Spring, 2012

Week	Assignments and Activities	Reading / Assignment Due
Week 1	Introduction to Policy Analysis	Syllabus Fowler: 1-23
1/17/11	Holiday: Martin Luther King Day	No Class
Week 2	School Law for South Carolina Educators U.S. Constitution Review	McDaniel
Week 3	Power of Education and Policy	Fowler: 24-51 Townsend: Part I
Week 4	The Economy and Demographics	Fowler: 52-77 Townsend Part II
Week 5	The Political System and Political Culture Part I: The Leadership Challenge	Fowler: 78-104 Townsend: Part III
Week 6	Values and Ideology	Fowler: 105-139 Policy Analysis Report #1 due
Week 7	Major Education Policy Contributors	Fowler 140-166 Townsend: Part IV
	Spring Break	No Class
Week 8	Mid Term / Simulation Test	In-Class Mid-Term
Week 9	Issue Definition and Agenda Setting	Fowler: 167-194 Policy Analysis Report #2 due
Week 10	Policy Formulation and Policy Adoption	Fowler: 195-237
Week 11	Policy Instruments and Cost Effectiveness	Fowler: 238-268
Week 12	Group Policy Presentations	Group Policy Presentations:
Week 13	Group Policy Presentations	Group Policy Presentations:
Week 14	Group Policy Presentations	Group Policy Presentations Policy Analysis Paper Due
Week 15	Policy Analysis Paper Discussions Future Directions for Policy Making and Implementation	Culminating Activity

Date	Time	Minutes
1/12/2012	5:00 - 7:45 p.m.	165
1/19/2012	5:00 - 7:45 p.m.	165
1/26/2012	5:00 - 7:45 p.m.	165
2/2/2012	5:00 - 7:45 p.m.	165
2/9/2012	5:00 - 7:45 p.m.	165
2/16/2012	5:00 - 7:45 p.m.	165
2/23/2012	5:00 - 7:45 p.m.	165
3/2/2012	5:00 - 7:45 p.m.	165
3/16/2012	5:00 - 7:45 p.m.	165
3/23/2012	5:00 - 7:45 p.m.	165
3/30/2012	5:00 - 7:45 p.m.	165
4/6/2012	5:00 - 7:45 p.m.	165
4/13/2012	5:00 - 7:45 p.m.	165
4/20/2012	5:00 - 7:45 p.m.	165
Total Contact Minutes		2310