Term Information

Effective Term: Summer 2014
Previous Value: Spring 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change Subject Area to ESEPOL

What is the rationale for the proposed change(s)?
Course incorrectly coded into ESEADM when the departments in EHE were realigned.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None. Both programs are in the same department.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Educational Policy
Previous Value: Educ Sts: Educational Admin

Fiscal Unit/Academic Org
School/Educ Policy&Leadership - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
8312

Course Title
Politics and Political Leadership in American Education

Transcript Abbreviation
Pltcs&Ldrshp Am Ed

Course Description
A critical examination of national, state, and local politics and political leadership in American education.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 12 Week (May + Summer)

Flexibly Scheduled Course
Never

Does any section of this course have a distance education component? No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Columbus, Newark

Prerequisites and Exclusions
Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code  13.0401
Subsidy Level  Doctoral Course
Intended Rank  Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• To develop an awareness of political intelligence expertise and how it develops and the interplay of politics in determining educational policy.
  Previous Value
  • goal n/a

Content Topic List

• Political strategy and Sources of Conflict
• Politics of Budgets
• Policy and Politics at Local, state, and Federal levels
• Interest Groups and Advocacy
• Dynamics of Political Leadership

Attachments

• Syllabus ESEPOL 8312.docx
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

Workflow Information

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Educational Studies, ESEPOL 8312:
Politics and Political Leadership in American Education
Graduate Level/3 Credits
Fall 2013

Educational Studies: 8312     Dr. Ann Allen
Date and Time: TH 4:10-6:50     Phone: 292-0289
Location: Arps 177      Email: allen.952@osu.edu
Office, RA 301-A

Required Texts
Available from the OSU Bookstore:

Rationale
This course is designed for Master of Arts and/or licensure students concentrating their studies in educational policy or administration. Students should understand the nature and practice of political intelligence. Political intelligence is the capacity to understand and influence networks, organizational patterns and people that matter in the formation, implementation and evaluation of education policy.

This course is organized around the following set of questions: What are the political conflicts that are inherent in public education? How do policy and leadership address these conflicts? Who has influence in educational policy? How does leadership anticipate and respond to political resistance? What are smart and effective ways to mobilize community resources and build partnerships to improve student achievement? What are the necessary political advocacy skills and dispositions to promote equitable learning opportunities and success for all students?

Knowledge in the course is related to the following standards of the Educational Leadership Constituent Council (ELCC) and Interstate School Leaders Licensure Consortium (ISLLC) Standards:
Standard 1.4, Stewarding a Vision;
Standard 4.3, Mobilizing Community Resources;
Standard 5.1, Acting with Integrity; and,
Standard 6.3, Influencing the Larger Context.

Student Outcomes: Knowledge, Disposition and Performances Gained
a. To use data-based research strategies and strategic planning processes in a climate of political advocacy.
b. To develop an awareness of political intelligence expertise and how it develops.
c. To participate in a political intelligence project within which the students demonstrate respect for the rights of others and engage in honest, critical, and collegial interactions.
d. To make and explain decisions based on professional integrity and political strategizing.
e. To demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
f. To learn ways to advocate and engage others in the advocacy of improved policies and laws.
g. To express an understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
Off-Campus Field Experiences

Students are required to conduct an observation and analysis of political leadership at the local level. In the analysis, students will identify political strategies and patterns of power, issue or agenda management and / or alliance building. The project will require direct observation of local education leaders in action and may involve interviews of key stakeholders and constituencies. Examples of political leadership to observe include a local school board meeting, a PTO meeting, a school-community forum, or an election debate. Please refer to the Political Observation Paper assignment posted on Carmen for the full requirements.

Diversity

Through the use of case studies that describe various political and policy efforts to improve equal educational opportunity and student achievement, students will have opportunities to acquire and apply knowledge, dispositions and performances necessary to assessing the integrity and quality of political advocacy in a context of diversity (e.g., population, language, disability, gender, race, socio-economic).

Technology

Students will have opportunities to use technology to enhance their productivity and professional practice (e.g., online research, database decision making, power point presentations, etc.).

Outline/Schedule of Topics

**August 22:** Introduction and course overview. What are the fundamental questions about politics and political leadership in American education? How have we studied political leadership?

**August 29:** Conflicting voices. What are the different visions for education and who holds them? Whose voices are heard in the debate? What are the essential political strategies a leader must consider when pursuing a vision of learning that promotes the success of all students? Who holds the power to make changes in policy?

Reading: Spring, pp. 1-50, T&C, Preface, chapters 1, 2 and 10

Group Presentation / Discussion, Group 1 (T&C, Chapter 10)

**September 5:** School governance from local to global. Who are the players that set policy and govern America’s schools?

Reading: Spring, 50-117

**September 12:** Continue discussion of Players and Influence in Educational Policy:

T&C, Chapter 6 and Chapter 9

Presentations / Discussions: Group 2 (Chapter 6), Group 3 (Chapter 9)

**September 19:** Ideologies and approaches to public schooling. Who manages education? What do corporations have to do with what is taught, who is taught, and how material is taught? How has educational policy changed over the years and how are these changes related to the larger social, political, and economic climate?

Reading: Spring, pp. 119-182; T&C, Chapter 11.

**September 26:** What is schooling for and how should it be organized? Who should pay for public schooling? Who gets what, why, and at what cost?

Reading: Spring pp. 183-215; T&C, Chapter 40.

Presentations / Discussion, Group 4, Chapter 40.
October 3: Global education, and policy influences  
Reading: Spring, pp. 216-264; T&C, Chapter 26  
Presentations/ Discussions: Group 1, Chapter 26.

October 10: The policy process and agenda setting. What strategies might educational leaders use to influence the policy process?  
Reading: T&C, Chapters 20 and 25.  
Presentation/ Discussions: Group 2, Chapter 20; Group 3, Chapter 25

October 17: Executive policy stream and policy implementation. Who influences executive decisions? What makes for successful implementation of policies? How can we apply these ideas to implementation of education policies? Given the conflicts apparent in educational policy, how can educational leaders move forward providing the best education for the most people?  
Reading: T & C, Chapter 30  
Presentation / Discussions: Group 4, Chapter 30

October 24: Examination and discuss of selected education policies and political activity around these policies as an introduction to Cross’ book. Group work on Cross assignment.  
Reading: Cross, all.

October 31: Group work on timelines.  
All critical reading papers must be turned in by Oct. 31.

November 7: NO CLASS (UCEA) Post group timelines on Carmen.

November 14: Discuss Timelines in relation to the politics / policies that have led to standards-based policies such as NCLB, RttT. (Read in class).

November: 21 Last Class. Reading TBD: Presentations of political observations.  
Due: All Political Observation papers must be turned in. NO EXCEPTIONS.

Happy Thanksgiving!

Dec. 12: No Exam

Expectations and Evaluations
Attendance and Participation: 10%
Active participation and engagement is expected of all 845 participants. Up to 10 points will be awarded based on attendance and participation.

Reading group discussions: 30%
Each participant will be expected to participate in two group-led discussions of readings from the T&C book. These discussion groups will be assigned the first day of class. Each presentation is worth 15 points and will be graded on coverage of the readings main points / argument, analysis and tie to education, presentation and facilitation of group discussion.

Critical Reading Papers 20%
Each participant will submit two short papers throughout the quarter that capture an analysis of something you found particularly interesting (i.e. intriguing, troublesome, etc.) in any given
class reading. Each paper should be no more than 5 pages double-spaced. These are meant to be analytical pieces, critiquing concepts in the reading. Although some recap of the article is necessary to create the context for the critique, the paper itself should not simply be a rehash of the article. Each paper is worth 10 points and will be graded on clarity, organization, and analysis, including integration of the text and application to education.

Political Observation Paper and Presentation 30%

Students are required to conduct an observation and analysis of political leadership at the local level. In the analysis, students will identify political strategies and patterns of power, issue or agenda management and/or alliance building. The project will require direct observation of local education leaders in action and may involve interviews of key stakeholders and constituencies. Examples of political leadership to observe include a local school board meeting, a PTO meeting, a school-community forum, or an election debate. Please refer to the Political Observation Paper assignment posted on Carmen for the full requirements.

NCLB Timeline (Cross) 10%

Students will work in teams to dissect, record, and present the politics of policy making in one of the eras covered in Cross’ book. Presentations and time-lines are worth 10 points and will be assessed on the content of the timeline and the group’s presentation of the major political issues and policies evident during the era.

Academic Misconduct

It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any way promote work of others as your own. Cases of such academic misconduct must by University policy be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct (http://oaa.osu.edu/procedures/1.0.html):

1.0 Academic Misconduct (3335-31-02)

Academic misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

A. violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;

B. providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;

C. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

D. falsification, fabrication, or dishonesty in reporting research results;

E. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations.