Term Information

Effective Term  | Autumn 2015
Previous Value  | Summer 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Title and some minor changes to description / descriptors.

What is the rationale for the proposed change(s)?
New title and descriptor changes better reflect the content of the course.

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.

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
Fiscal Unit/Academic Org  | School/Educ Policy&Leadership - D1280
College/Academic Group  | Education & Human Ecology
Level/Career  | Graduate
Course Number/Catalog  | 8312
Course Title  | Governance and Control in American Education
Previous Value  | 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 and governance in American education.
Previous Value  | 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
Previous Value  | Columbus, Newark
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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<tr>
<td>Subsidy Level</td>
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<td>Intended Rank</td>
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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 and governance in determining educational policy.

Previous Value

• To develop an awareness of political intelligence expertise and how it develops and the interplay of politics in determining educational policy.

Content Topic List

• Political strategy and Sources of Conflict
• The interplay of politics, governance, and policy.
• Policy and Politics at Local, state, and Federal levels
• Interest Groups and Advocacy
• Dynamics of Political Leadership

Previous Value

• 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

• 8312 syllabus.doc

(Syllabus. Owner: Allen, Ann Marie)

Comments
## Workflow Information

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Educational Studies, EDAD 8312:
Old Title: Politics and Political Leadership in American Education
New Title: Governance and Control in American Education
Graduate Level/3 Credits
Fall 2014

Educational Studies: 8312     Dr. Ann Allen
Date and Time: TH 4:10-6:50     Phone: 292-0289
Location: RA 215      Email: allen.952@osu.edu
Office, RA 301-A

Required Texts
Available from the OSU Bookstore:

Rationale
This course is designed for students concentrating their studies in educational policy. 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, governance, and leadership address these conflicts? Who governs and influences educational policy? How does leadership anticipate and respond to political resistance? What are the necessary political advocacy skills and dispositions to promote equitable learning opportunities and success for all students?

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

**Sept. 4:** 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, Chapters 1 &2), Group 2 (T&C, Chapter 10)

**September 11:** School governance from local to global. Who are the players that set policy and govern America’s schools?
Reading: Spring, 50-117

**September 18:** No Class due to Values and Leadership Conference

**September 25:** Continue discussion of Players and Influence in Educational Policy: T&C, Chapter 6 and Chapter 9
Presentations / Discussions: Group 3 (Chapter 6), Group 4 (Chapter 9)

**October 2:** 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; Presentations/ Discussions: Group 5: T&C, Chapter 11.

**October 9:** 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 1, Chapter 40.

**October 16:** Global education, and policy influences
Reading: Spring, pp. 216-264; T&C, Chapter 26

**October 23:** 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 3, Chapter, 20; Group 4, Chapter 25

**October 30:** 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 5, Chapter 30

**November 6:** 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.

**November 13:** Tentative: Changing Politics of American Education by Michael Fabricant and Michele Fine.  
**All critical reading papers must be turned in by Nov. 13.**

**November 20:** Reading TBD to be found on Carmen site.

**November 27:** Happy Thanksgiving!

**Dec. 4:** Presentations of political observations. Class wrap-up.  
Due: All Political Observation papers must be turned in. **NO EXCEPTIONS.**

**Expectations and Evaluations**

- **Attendance and Participation:** 10% 
  Active participation and engagement is expected of all 8312 participants. Up to 10 points will be awarded based on attendance and participation. One point will be deducted for every missed absence up to 3 absences. If more than 3 class periods are missed, all participation points will be deducted, and you will need to discuss a plan with me for continued enrollment in the course.

- **Reading group discussions:** 30% 
  Each participant will be expected to lead two discussions of readings from the T&C book. These discussions 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 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.