**Syllabus**

**EDAD 7820, Politics/Policy in Education, Class # 13818**

**Ohio University Southern Principal Preparation Program Cohort Section**

1. **Semester: Spring, 2020**
2. **Seminar dates, time periods, and locations:**
3. Seminars**:** The seminars are scheduled for Saturday, January 25, February 22, March 7, April 25, and May 2 (make-up day)
4. Time Period**:** The seminars are scheduled from 8:00 a.m. until 5:00 p.m.
5. Seminar location**:** The location will be Waverly High School.

1. **Credits:** Four (4) credit hours
2. **Professor:** William K. Larson, Ph.D.
3. **Office Location, Phone Numbers, E-Mail Addresses, Fax Number, Appointments:**
* Mailing addresses: Room 302P, McCracken Hall, Ohio University, Athens, OH 45701 and Room 127 Dingus Center, Ohio University Southern Campus (OUSC), 1804 Liberty Ave., Ironton 45638
* Phone numbers: (740) 597-1324 at the Athens Campus; and (740) 533-4579 (Robin Boyd) & (740) 533-4580 (Bill Larson) at the Southern Campus. Dr. Larson’s cell # is (740) 352-2465. If Dr. Larson does not answer, please leave a message. He is often in meetings and seminars which prohibit him from answering his phone each time that it rings.
* Robin’s information has been included as a source of immediate contact, as Bill is regularly scheduled at the Athens Campus and throughout the region.
* E-mail addresses: larsonw@ohio.edu & boydr@ohio.edu
* Fax number: (740) 533-4632
* Appointments: If and as requested by the students
1. **The Core Values and Dispositions:** They include a Commitment to (1) Social Justice, (2) Ethics, (3) Well-Being of Students, Families, and Communities, and (4) Professional Competence and Ongoing Professional Development.
2. **The Conceptual Core Knowledge Base:** As a Unit, leader-educators/practitioners are prepared to share a commitment to serve society responsibly as change agents in meeting diverse human/social needs and in lifelong learning. More specifically:
3. Leader-Educators/Practitioners**:** The Unit prepares expert, ethical and reflective leader-educators/practitioners and decision-makers who are committed to holistic learning, and engage in collaborative and professional service to society;
4. Change Agents**:** The Unit prepares leader-educators/practitioners who address the changing human/social needs through inquiry, research, assessment, critical thinking, problem-solving, and proactive use of technology.
5. Diversity: The Unit prepares leader-educators/practitioners who appreciate the variety of human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.
6. Lifelong Learning**:** The Unit prepares leader-educators/practitioners who engage in self-reflection and professional development for continuous personal growth, and who inspire such practices in those whom they serve.
7. **Conceptual Core Candidates Proficiencies (Please see attachment)**
8. **Student Accessibility**: “Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and provide written documentation from Student Accessibility Services. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit the office in 348 Baker University Center.”
9. **Course Book:**
	1. Hoy, W. & Miskel, C. (2012). *Educational administration: Theory, research, and practice.* Boston MA: McGraw Hill or the Power Point of the contents of the text, which can be found at <https://www.waynekhoy.com/hoy-and-miskel-power-points/>.
	2. Ury, William (1993). *Getting past no: Negotiating in difficult situations.* New York NY: Bantam Book or the summary of the book and related videos, which can be found at:
* A summary of the book found at <https://www.beyondintractability.org/bksum/ury-gettingpast>.
* Videos of the book, several of which have Spanish subtitles, at:
* <https://www.youtube.com/watch?v=SNnY2rxyBDs>
* <https://www.youtube.com/watch?v=HXWjnV73zgs>
* <https://www.youtube.com/watch?v=C7c5_Lf23pY>
* <https://www.youtube.com/watch?v=Hc6yi_FtoNo>
* <https://www.youtube.com/watch?v=wxaQlaOPKmo>
* <https://www.youtube.com/watch?v=CDP2Ky_ypVo>
* <https://www.youtube.com/watch?v=cLE4eSgk-p4>.
1. **Course Description:** The course is “Examines ideas related to political power and educational decision making, community power structure, school board member nomination and election, politics and innovations, and administrator’s base of influence in community” (Graduate Catalog).
2. Course goals and student objectives: The course goals and student objectives of this course are listed below. They have been identified for the development of future practitioners. The goals and objectives hopefully represent a reflective approach to the craft of the principalship. In addition, careful consideration has been given to the guidelines found in the national standards for principal preparation. The goals and objectives are:
	1. Goal: A goal for this course is for the students to obtain and exhibit an applied understanding of the manner that power pertains to the principalship.
* Objectives: The students will engage in and demonstrate theoretical and practical knowledge of:
* Charismatic authority, traditional authority, legal authority, formal authority, functional authority, and informal authority.
* Reward power, coercive power, legitimate power, referent power, and expert power.
* The system of authority, system of ideology, system of expertise, and system of politics.
	1. Goal: A goal for this course is for the students to obtain and exhibit an applied understanding of the manner that politics pertain to the principalship.
* Objectives: The students will engage in and demonstrate theoretical and practical knowledge of:
* Dominated external coalitions, divided external coalitions, and passive external coalitions.
* Personalized internal coalitions, bureaucratic internal coalitions, ideological internal coalitions, professional internal coalitions, and politicized internal coalitions.
* Ingratiating, networking, information management, impression management, coalition building, scapegoating, increased indispensability.
* Insurgency games, power-building games, rival games, and change games
	1. Goal: A goal for this course is for the students to obtain and demonstrate an enhanced knowledge and application of existing conflict management techniques.
* Objective: The students will engage in and demonstrate theoretical and practical knowledge of:
* Competing, collaborating, compromising, avoiding, and accommodating.
	1. Goal: The focus of this goal is a “reflective practice perspective” of the principalship.
* Objective: The students will become reflective leaders and craftsmen of the principalship. The objective will be addressed during the students’ work with the study and application of power and politics to the principalship.
1. **Student requirements and expectations:** The requirements and expectations are found below. Also included are the criteria for the determination of each student’s final grade. The requirements, expectations, and criteria are:
2. Regular class attendance, participation in the course, and display of respect for fellow students and the instructor: The growth of the students and the success of the course will be significantly impacted by the attendance, the participation, and the display of respect by the students.
3. Attendance, participation, and display of respect will constitute 5 points.
4. Analyses of a local, state, or national issue: 30 points
5. Participation in a survey project: 35 points
6. Analysis of the educational agenda of a state or national organization, including in-class reflection: 30 points
7. **Attendance and Participation in the Seminars:** The students will be expected to attend and to participate in the course seminars. They have been developed with consideration of the attendance and participation of the students. For this reason, the students’ growth will be best augmented by their participation in the seminars.
8. **Respect for Fellow Students and the Instructor:** The students will be expected to exhibit professional respect for their fellow students and for the instructor. The exhibition of respect can have a positive impact upon the nurturing of an effective learning environment.
9. **Academic Honesty**: All work you do in Ohio University courses is expected to be your own, even if you request assistance from some other person. You must also give credit in your writing for any information or ideas that you use from any other source. (Failure to do so is defined as "plagiarism.")

*Dishonesty or deception in fulfilling academic requirements includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without consent of the instructor. Note: An instructor may impose a grade penalty for academic misconduct and/or file a judicial referral.*

1. **Writing assignment documents:** See attachment
2. **Development and submission of written assignments**:
	1. Written assignments should be double-spaced and in Times New Roman 12 font.
	2. Written assignments should be submitted as Word attachments to e-mail submissions.
	3. Please maintain a copy of all assignment and the like that are submitted to the instructor.
	4. The following represent other suggestions that should be used with the development of the submissions. They are:
* Papers should be critiqued prior to their submission to the instructor. At the very least, essays should be submitted to a computer “spell and grammar check.”
* Many students find it useful to read aloud to someone else or at least to themselves what has been written. Some people hear mistakes that they do not see.
* Proofing the content from a printed page usually is more effective than just from the computer screen.
* Some individuals are served well, when proofing, to read the content backwards.
* And, other individuals are served by leaving the document for a while and proofing it at a later time.
* These suggested approaches for proofing a document are rather common practices for the obtainment of good prose.
* Sentence and paragraph structure should be carefully addressed before papers are submitted to the instructor.
* For example, each sentence should have a subject and verb that are in agreement. More specifically, a subject and a verb need to be “tense” compatible. A single subject and plural subject each need a verb of a different tense. For example, “he is” and “they are” are compatible subjects and verbs.
* Nouns and related pronouns, within a sentence, should be in agreement. In other words, single nouns need single pronouns, and plural nouns need plural pronouns.
* Shorter sentences often are easier to compose than longer sentences. For this reason, you are encouraged to use shorter sentences. Sentences that are two plus (2+) and more lines typically are very difficult to develop, unless you are a skilled “word mechanic.”
* In addition, each paragraph should have at least three sentences. A paragraph should have some form of introduction, body, and conclusion.
* Figures of speech should be used with limitation. And, when they are used, they typically should be surrounded by quotation marks. Stating an idea in a precise manner is usually preferable to the use of a figure of speech.
* Precision of language should be used. Your prose should reflect exactly what you mean.
* You typically should place first in the sentence or paragraph the idea on which you want the reader to focus. Avoid causing the reader to focus first on a supplemental notion. Instead, allow the reader to focus first on the main notion of the sentence or paragraph.
* There should be effective sequences and useful transitions among and between sentences, and among and between paragraphs. In other words, the ideas found in the sentences and paragraphs should be represented in a sequential manner, they should all be included, and they should be connected by words like “for example.”
* All words should be spelled correctly. Occasional typos will be understood.
1. **Timely Feedback Regarding Student Progress:** While it is unlikely, it is possible that a student might complete the last session of the class having received little in some way of formal grades. The situation may create understandable anxiety with some students. The grading structure was not developed to create anxiety. Students experiencing such discomfort should discuss it with the professor.
2. **Course materials:** Please maintain all of your class materials. This approach will facilitate the utilization of materials distributed during the semester. For example, you may be served to place the course materials on an external hard drive or a flash drive.
3. **Completion of Course:** It is expected that each student will complete all work for this course in accord with the prescribed deadlines unless there is some unavoidable circumstance that prevents it. In that event, it is the student’s responsibility to work with the instructor to resolve the situation.
4. **Utilization of Directions:** Utilization of the directions found in this syllabus will significantly enhance the success of a student’s efforts. Failure to use the directions can cause the opposite effect.