A. Course Title: EDL 7363 Governance and Politics

B. Catalog Description: This course is designed to prepare educational administrators to become more effective leaders through the understanding of the school as part of the political and governance systems at the local, state, and national levels.

C. Purpose of Course:
This course is designed to prepare educational administrators to become more effective leaders through the understanding of the school as part of the political and governance systems at the local, state, and national levels.

D. Required Text: None
Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date.

E. Conceptual Framework:
The vision of Teachers College, Henderson State University is to educate professionals who make a positive difference in individuals’ lives. In conjunction with this vision, Teachers College values excellence in its educational endeavors. Furthermore, the college cherishes an academic environment which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic, which can best summed up in its motto: “Teaching for learning for all.”

F. Mission Statements:

HSU Mission Statement
Henderson State University, “The School with a Heart” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.
Teachers College Mission Statement
To prepare reflective teachers, school leaders, counselors, and other professionals through quality instruction, service, and research to demonstrate high expectations for individual self-realization. Moreover, Teachers College, Henderson is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

Educational Leadership Mission Statement
The HSU Educational Leadership Ed.S. program prepares candidates for P-12 district level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology:
Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

**H. Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – *from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

**I. Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

**J. Objectives:** The student will acquire knowledge and understanding of the administrator’s role in the following areas:

1. Ethical and professional conduct standards in order to formulate and implement policy and develop political strategies. *(ISLLC 5; ELCC 5.1, 5.2, 5.3).*
2. Political and operational procedures of state and local boards of education *(ISLLC 6; ELCC 6.2, 6.3).*
3. Political, social, cultural and economic systems and processes that impact schools. *(ISLLC 2, 6; ELCC 2.1, 2.3, 6.1, 6.2).*
4. Effective communications and public relations programs *(ISSLC 1; ELCC 1.2, 1.5).*
5. Interpretation of policies, procedures and code of ethics of the Arkansas Association of Educational Administrators (AAEA) *(ISSLC 6; ELCC 6.1, 6.3).*
6. Interpretation of the policies and procedures of a professional board association *(ISLLC 6; ELCC 6.1, 6.2, 6.3).*
7. Knowledge and understanding to promote the success of students by acting with integrity, fairly, and in an ethical manner (ISLLC 2, 5; ELCC 5.1, 5.2 5.3).
8. Demonstration of knowledge and understanding of research and lobbying techniques by affecting the political process for stakeholders (ISLLC 6; ELCC 6.2, 6.3).
9. Articulation and compilation of a report of responses and personal observations of a district vision, mission, and community priorities to the media to build support for district programs (ISLLC 1, 4; ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 4.1).
10. Formulation of collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities and religious organizations (ISLLC 3, 4; ELCC 3.2, 3.3).

K. Course Outline:

- The Political System
- Root Cause Analysis
- Establishing Issues & Agendas for Policy
- Policy Implementation & Evaluation
- Presentation of Artifact

Expectations:
1. Completion and understanding of all assigned readings and assignments including research findings.
2. Completion of assignments to be turned in on time.

Due to the reduced duration of a summer course, there will be no opportunities to re-do any assignment. All assignments are due on or before the due date—no exceptions!!

All performance evaluations must be of acceptable professional quality. As this is a professional class, grading will reflect the level of professionalism evident in assignments, tests, and class participation. APA style will be followed using the *Publication manual of the American Psychological Association* (5th ed.).

3. Description of Multicultural and Global Perspective:
The integration of other cultures will be explored via specific experiences designed to emphasize factors such as demographics, community values and expectations in order to bring sensitivity to a diverse and global society in curriculum and instruction.

4. Attendance Policy:
The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

5. Evaluation Policy:
The Ed.S. program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC and ELCC
standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.

6. Grading Policy:
   A= Accomplished Clear, convincing, consistent and credible evidence
   B = Proficient Clear, specific evidence
   C = Developing Limited evidence
   D = Rudimentary Little or no evidence
   F = No evidence

   All late assignments will lose 10pts. of the established grade. If candidates read the presentation or do not attend class to present their research (presentation), the highest grade they can make for the assignment is a “B.”

7. Methods and Procedures:
   Instruction in this course will consider research dealing with adult learners, while the role of the instructor will be one of coach/facilitator. A multi-strategy approach will be used in the delivery of the course including lecture, resource speakers, class discussion, and media, as well as individual and group activities.

8. Make-up policy:
   See #2. Due to the limited number of class meeting times and reduced duration of this summer course, it is imperative that you be in attendance at every class meeting and that you turn in every assignment on time. A portion of your grade will be based on class participation and attendance.

9. Flexibility Clause:
   The professor has the right to make changes in the course requirements and in the syllabus as need arises

L. Field Experience Requirements:

   a. Analyze recent legislative changes from the 2013 Legislative Session and their impact on your district. (ISLLC 5; ELCC 5.4). 1 Internship Hour
   b. Outline the primary responsibilities of the school board; Outline the primary responsibilities of the superintendent. Outline what you feel are the primary responsibilities of the school board and superintendent to work on as a team. Interview a board member and ask them what they feel are the primary responsibilities of the school board and superintendent to work on as a team. (ISLLC 4; ELCC 4.4) 2 Internship Hours
   c. Prepare a comprehensive superintendent evaluation instrument encompassing the following six performance domains: Policy & Governance; Planning & Assessment (including the aspects of program evaluation, personnel evaluation, improvement plans, and student learning); Instructional Leadership;
Organizational Management; Communications & Community; and Professionalism. (ISLLC 6; ELCC 6.4) 3 Internship Hours

M. Evaluation:

Course Evaluation Portfolio: A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice.

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending every class.

O. Student Handbook Policy: Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744 1100 Henderson Street, Arkadelphia, AR 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

P. Academic Honesty: Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. Bibliography:


