

**Nova Southeastern University**  
**School Policy**  
**EDL 8432**

**Introduction**

This study area provides a framework for understanding the political and policy issues involved in socio-cultural changes in American schools and society. Also considered are historical and legal aspects of contemporary educational issues and relationships of school to society.

This area is oriented toward educational policy and the political realities of contemporary education. It focuses on implications and challenges in gathering information, integrating various research methodologies (qualitative, quantitative, documentary, and historical), using new technology and learning for the purpose of managing information sources toward a greater understanding of educational policy.

The study area is designed as a learning environment within which students undertake ongoing projects. To that end, candidates use a variety of sources, including other candidates. Through teaching and learning, candidates move toward a greater understanding of their roles as educational leaders in the American political and policy arenas.

**Required Textbooks**

Fowler, Frances. (1999). *Policy Studies for educational leaders: An introduction*.  
Merrill/Prentice-Hall: New Jersey. ISBN: 0-13-267832-2.

Local school district policy manual from the district for which you work.

Required *Educational Impact* Assignments:

Breaking Ranks, Module IX: Governance - Expert, Gordon Cawelti

Breaking Ranks, Module IX: Governance - FAQ, Gordon Cawelti, Penelope Lattimer

Breaking Ranks, Module IX: Governance - Practitioner, Penelope Lattimer

**Description**

This area focuses on issues related to American educational policies and practices of the public, parochial, and private schools, as well as other educational agencies. Policy developments, cycles, analyses and implementations will be discussed in the context of the larger political arena. The study will cover both the policy and political milieus as they intersect to form the framework of federal, state, and local policy issues for education.

**Goal**

To develop a framework of knowledge, skills, and dispositions from which school leaders can formulate and analyze educational policy based upon the political context of the current governance structure of federal, state and local environments.

**Objectives**

At the end of this study area, candidates will be able to:

1. Understand the design of policy-focused research in education.

2. Know how to use the Internet and other electronic resources to cull and integrate qualitative and quantitative data, as well as secondary sources of information regarding policy issues and their concomitant political considerations.
3. Organize and triage information to analyze educational policy within the political context of their environments.
4. Understand the major political arenas influencing policy in the United States.
5. Describe the political system and culture operating in their district or setting.
6. Discuss the major political actors in the development and implementation of educational policies.
7. Use techniques of policy analysis.

### Topics

1. The foundational terminology of policy (ELCC 6.1.a)\*.
2. Power and other socio-cultural influences on policy development and implementation (ELCC 6.1.c, 6.1.d, 6.1.f, 6.2.a, 6.3.a, 6.3.b, & 6.3.c).
3. The influence of financial and social forces (ELCC 6.1.b, 6.1.c, 6.1.d, 6.1.e, 6.3.b, & 6.3.c).
4. The values that shape policy issues (ELCC 5.1.a, 5.2.a, 5.3.a, 6.1.f, 6.1.g, & 6.3.c).
5. Major players in the policy field (ELCC 5.2.a, 6.1.c, 6.1.d, 6.1.g, 6.2.a, & 6.3.a).
6. The mechanics of policy formation and implementation (ELCC 6.1.d, 6.2.a, & 6.3.a).
7. The politics of policy (ELCC 5.1.a, 5.2.a, 5.3.a, 6.1.b, 6.1.d, 6.1.f, 6.2.a, 6.3.a, & 6.3.b).
8. Political systems influencing educational policy decisions (ELCC 5.1.a, 5.2.a, 5.3.a, 6.1.b, 6.1.d, 6.1.f, 6.2.a, 6.3.a, & 6.3.b).
9. Understanding the influence of political culture in policy development (ELCC 5.1.a, 5.2.a, 5.3.a, 6.1.b, 6.1.d, 6.1.f, 6.2.a, 6.3.a, & 6.3.b).
10. Political knowledge critical to educational leaders (ELCC 6.1.a, 6.1.c, 6.1.d, 6.1.g, 6.2.a, 6.3.a, 6.3.b, & 6.3.c).
11. Political roles and influences at the federal, state, and local levels (ELCC 6.1.a, 6.1.c, 6.1.d, 6.1.g, 6.2.a, 6.3.a, 6.3.b, & 6.3.c).

\* Stared items represent met elements of ELCC Standards V & VI.

### Pre-Lecture Assignments

1. **Reading Assignment**: Fowler, Chapters 1, 2, 4, 8, and 11. These chapters are designated for reading because their content is critical to developing an understanding of the basic tenets of this study area. It is essential that candidates read and come prepared to discuss the content of these chapters as a foundation for the elaboration and expansion of these and related topics by the instructor.
2. **Written Assignments**: As a pre-lecture assignment, candidates are to summarize three policies from their local district manuals. Each of the three policies should emanate from

different policy genres, e.g., personnel, students, facilities, curriculum, etc. The summarization should specify the purpose of the policy; the specific elements delineated in the policy addressing its purpose; the statutory, case law or other legal authorities supporting the policy; and, the date of the policy's adoption or most recent revision. Following the summarization, candidates should provide a discussion of the ways in which these three policies are similar and different. This assignment should be no more than five (5) pages typed.

The standard format for all class assignments, whether on paper or online, at the Fischler School of Education and Human Services (FSEHS) will follow the current APA manual with minor adjustments for title pages, chapter pages, and reference list entries. The standard format document contains templates for these pages. Students may download the standard format from the Office of Academic Affairs at <http://www.schoolofed.nova.edu/oaa> (click on "Academic Writing" and select "Standard Format").

### **Additional Resources**

Candidates are encouraged to further explore topics of particular interest to them by using the resources listed at the end of each chapter in the Fowler textbook.

### **Grading**

A new grading policy has been implemented for coursework at NSU and will be followed by all sections of School Finance, School Policy, and School Law effective Fall 2004.

91-100 4.0 A  
 86- 90 3.5 B+  
 80- 85 3.0 B  
 No credit F  
 Incomplete I

### **Incomplete Grades**

Candidates who do not complete all requirements across all sections of this study area will receive a grade of "I" or "F," whichever is most appropriate.

### **Final Examinations**

Each section of this study area will have a final examination which will be distributed following the lecture or following completion of all assignments if the course is offered online. Candidates will have 10 days following the lecture date to complete and submit their responses to each exam. Instructions for submitting either by U.S. mail or email will be included in the information for the final examination. Failure to submit your response within the 10 day period will result in a grade of "I" on the exam, leading to an "F" in the study area as a whole.

Final examinations are take-home. You may consult readings and lecture notes and/or handouts. Students may either work alone to complete the final examination or they may work in a group consisting of not more than three (3) individuals. Those who choose to work as part of a group may submit one final examination for the entire group but they must provide a statement with the examination that identifies the members of the group and specifies exactly what each member contributed to the group's effort. **FINAL EXAM**

**PAPERS WILL NOT BE RETURNED TO THE STUDENT(S) OR GROUP MEMBERS.**

Candidates must pass each of the final exam questions. If you do not successfully pass one or more of the questions you will be required to rewrite and resubmit the question(s). Candidates will have one rewrite opportunity only. If this rewrite is not successful, candidates will receive a “No Credit” for the course which will necessitate a retake of the entire study area.

**Plagiarism on Written Assignments or Examinations**

Plagiarism is a serious offense. It is mandatory that you credit other authors and it is expected that all NSU students will acknowledge materials quoted or paraphrased from other authors (including other NSU students) in papers and examinations. Your APA manual will provide instructions on how this is to be done. Ideas or material(s) from another source or person included in a paper or examination for which the source is not cited or acknowledged constitutes plagiarism. Plagiarism will be reported to the Graduate Leadership Studies Program Office and may result in the offending paper or examination being marked NO PASS insuring a NO CREDIT in the study area.

The NSU plagiarism policy requires that all written work submitted to instructors must be the participant's own work. Materials obtained from other sources must be appropriately documented. Failure to do so constitutes plagiarism and may result in the participant's dismissal from the program. Please ensure that you are familiar with the university's policy on plagiarism. This can be found in the Participants' Handbook at <http://edl.nova.edu/secure>.

***ADA Policy:***

If you have special needs, please inform your instructor in writing, prior to the beginning of your class. The program wants to ensure the success of every participant, and we shall attempt to accommodate your needs in conformance with the Americans with Disabilities Act. Please refer to the University's ADA policy that can be found in your Participants' Handbook at <http://edl.nova.edu/secure>.