Course Number: EAL 7790
Course Title: Trends, Issues & Policy Studies in Educational Leadership
Semester Hours: 3 Semester Hours
Pre-requisite(s): EAL 7790 is restricted to students who are admitted to an NCATE approved EAL Certification program and already hold Class A Certification in Educational Leadership.

Approved Delivery Models:
Course delivery is restricted to approved models. Additional models may be submitted for review through the College of Education process.
- Full Semester
- Compressed Semester
- Face-to-face

Catalog Course Description:
This is a seminar concerned with the trends and issues that arise based on educational policy. It offers a balance and reintegration of the relationship between policy studies and politics. Emphasis is placed on how educational policymaking occurs. Highlighted are the tools needed for investigating the current trends and issues impacting public education from a national, state, and local level. Class A Certification in Educational Administration is required.

Goals and Objectives of Course:
The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of:

- Major issues, trends and policies facing school administrators. (ISLLC 1,3)
- Educational policy formation, adoption, instruments and cost-effectiveness. (ISLLC 1,6)
- Interacting features between schools and their governing entities. (ISLLC 3,4)
- Longitudinal possibilities for coping with the major issues. (ISLLC 3,6)
- Responsibility areas administrators have in providing acceptable responses to volatile issues. (ISLLC 2)
- How to improve identification and interpretative skills related to current issues in educational administration. (ISLLC 2)
- How to develop a scope and sequence pattern for local, state and federal involvement identifying, isolating and possibly solving issues concerning school administrators. (ISLLC 3,4,5,6)
- How to identify the positive issues and generate potential avenues through which they may be used to elicit more productive support for American education. (ISLLC 3,4,5,6)
- How to identify future trends in policy development. (ISLLC 3,6)

Ability to:
- Conduct a reliable survey, which will allow further research in the area of issue definition. (ISLLC 2)
- Identify top ten current issues with and understanding of both pros and cons and the impact each issue could have upon the administrator’s role. (ISLLC 3)
- Relate his/her local school problems to the societal issues. (ISLLC 3,6)
• Incorporate the use of technology through PowerPoint Presentations and/or use of Blackboard. *(ISLLC 3)*

Upon completion of the course, the perspective administrator will demonstrate with regard to management in grades P-12:

Fundamental knowledge of:

• How to meet and communicate the needs of students, and other professionals from diverse cultural, linguistic, and socioeconomic backgrounds, as well as students with varying gifts and talents. *(ISLLC 3,4,5,6)*

• Ability to:
  • Develop an action plan for new policy implementation and evaluation for local and district levels. *(ISLLC 3,4,5,6)*

**Approved Text(s):**

**Content:**
1. Major Trends, Issues, Policy in Educational Leadership
2. Educational Policy
3. Power and Education Policy
4. Influence of Economic, Political, Cultural System on Policy
5. Influence of Values and Ideology on Policy Making
6. Major Education Policy Actors
7. Issue Definition and Agenda Setting
8. Policy Formation and Policy Adoption
9. Policy Instruments and Cost Effectiveness
10. Policy Implementation
11. Policy Evaluation
12. Future Trends and Prospective on Policy Development

**AMERICANS WITH DISABILITIES ACT:** Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

**Absence Policy:**
In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

A student will be excused for class absence for circumstances beyond the student’s control or to attend a required university activity.

**INCLEMENT WEATHER AND EMERGENCY SITUATIONS:** Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking
peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University’s web site.

**Academic Misconduct:**

*Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.*

**INCOMPLETE WORK POLICY:** University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete must be cleared by the next term of enrollment, or one calendar year, whichever comes first. An incomplete which is not removed during the specified time limit of one calendar year or by the end of the next term of enrollment, automatically becomes and F.

**CHEATING POLICY:** A student may be disciplined, up to and including suspension and expulsion from the University if they are found in violation of the “Standards of Conduct.” See Standards of Conduct in the Graduate Bulletin.