EDA 9790, Doctoral Seminar in Educational Administration
Winter 2014

Instructor: Michael Owens, PhD
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Office Hours: 1-4 pm Tuesdays and Thursdays
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Website: Go to the EDA 9790 link on your Blackboard website (http://blackboard.wayne.edu)

Administrative and Organizational Studies
3 South Education Bldg
5425 Gullen Mall
Detroit, MI 48202

Class Sessions: Thursdays, 5:00-7:45 PM, 55 Education.

Course Description:
This seminar provides students an overview of educational administration and policy as defined in federal and state constitutions, statutes, and administrative rules as well as in the interpretation of policy statements of organizations and commissions. The course explores the role of the educational leader in our society. The goal of this course is help students think about educational administration and policy and its effects on schools and classrooms. Further, this course will provide doctoral students with a foundation upon which they can build an agenda of study consistent with their interests. Students will bring theoretical ideas to the forefront of educational issues to the group as a whole.

Course Objectives:
1. To provide an orientation to the various theoretical frames in educational policy making.
2. To develop research skills involving computer and library resources, familiarity with the format and style of writing a doctoral dissertation and experience summarizing scholarly writing.
3. To allow students to develop their grounding in a topic relevant to their area of interest which will culminate in an end of semester paper or proposal. This exercise will hopefully encourage students to get a head start on their dissertation topics.
4. To assist students in developing oral communication skills. Each student will present his/her proposal or paper to the class.
Required Texts:


Supplemental Material:
Michigan Department of Education: [http://www.michigan.gov/mde](http://www.michigan.gov/mde)
   Several links stem from this main page, including:
   - School Improvement (see Curriculum & Instruction tab),
   - Staffing and Personnel (see School Administration tab), and
   - MI Plan (see School Administration tab)


Michigan State University Education Policy Center Publications: [http://education.msu.edu/epc/publications/](http://education.msu.edu/epc/publications/)


Recommended Resources:
“APA Citation Style Guide”: [http://writinglab.clas.wayne.edu/?page_id=20](http://writinglab.clas.wayne.edu/?page_id=20)

Accessing Online Articles:
You should be able to access online articles for free on the Wayne State University Library System either by accessing materials from computers on the university network or by accessing the WSU Virtual Private Network: [http://computing.wayne.edu/network/vpn.php](http://computing.wayne.edu/network/vpn.php)
Course Assignments and Grading:

• **Attendance and full participation** (20 points): It is vital that both you attend and actively participate in each unit of class on Blackboard each week (i.e., readings, discussion board, Wimba Classroom, etc.). You need to attend the entire session of each class each week. You may miss ONE SESSION without excuse or penalty. You need to post one 150 word reflection per unit on the discussion board and reply to at least three other students’ posts. See complete description in the file EDA9790PartFaWi.doc or found under the Assignments link on Blackboard. *Missing more than two units is grounds for failing the course.*

• **Presentation of a research article review and critique on a current issue in educational administration or policy from a scholarly research journal** (30 points). Write a brief review and critique on three related articles from scholarly research journals and present the paper to the class. The following are examples of appropriate sources, but you are welcome to search elsewhere:
  
  - *Educational Administration Quarterly:* [http://eaq.sagepub.com](http://eaq.sagepub.com)
  - *Educational Policy:* [http://epx.sagepub.com/](http://epx.sagepub.com/)
  - Other research journal of the same level of rigor.

• **Group Project** (20 points): research a policy issue of your choice and develop a proposal for addressing that issue.

• **Analytical Paper** (final paper, 30 points): Drawing and extending from the research article review and critique, prepare one of the two types of final papers of no more than 10 pages in length:

  - *A research proposal* dealing with a topic in educational administration of your choosing.
  
  - *A policy analytic paper* analyzing the impact of one state or federal policy on local schools and classrooms.

Due **Unit 15. Send this to me as an email attachment.**

**Graduate Grades:**

A: 91-100     B+: 81-85     C+: 66-70     F: < 61
A-: 86-90     B: 76-80      C: 61-65
     B-: 71-75
## Class Schedule:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Starts</th>
<th>Class Meeting</th>
<th>Chapters to be read before each class</th>
<th>Assignments Due by the start of class</th>
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<tbody>
<tr>
<td>1</td>
<td>1/5/2014</td>
<td>1/9/2014</td>
<td>Introduction to the course and syllabus</td>
<td></td>
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</tbody>
</table>
| 2    | 1/12/2014   | 1/16/2014     | Policy—What It Is and Where It Comes From Fowler, Ch 1  
Ravitch (2010), Ch 1  
Hoy & Miskel, Ch 1 |                                       |
| 3    | 1/19/2014   | 1/23/2014     | Power and Education Policy Fowler, Ch 2  
Ravitch (2010), Ch 2  
Hoy & Miskel, Ch 7 |                                       |
| 4    | 1/26/2014   | 1/30/2014     | The Economy and Demographics Fowler, Ch 3  
Ravitch (2010), Ch 3  
Hoy & Miskel, Ch 6 |                                       |
| 5    | 2/2/2014    | 2/6/2014      | The Political System and Political Culture Fowler, Ch 4  
Ravitch (2010), Ch 4  
Hoy & Miskel, Ch 5 | Student submits idea for final project for instructor approval. |
| 6    | 2/9/2014    | 2/13/2014     | Values and Ideology Fowler, Ch 5  
Ravitch (2010), Ch 5  
Hoy & Miskel, Ch 4 |                                       |
| 7    | 2/16/2014   | 2/20/2014     | The Major Education Policy Actors Fowler, Ch 6  
Ravitch (2010), Ch 6  
Hoy & Miskel, Ch 12 |                                       |
| 8    | 2/23/2014   | 2/27/2014     | Issue Definition and Agenda Setting Fowler, Ch 7  
Ravitch (2010), Ch 7  
Hoy & Miskel, Ch 9 |                                       |
| 9    | 3/2/2014    | 3/6/2014      | Policy Formulation and Policy Adoption Fowler, Ch 8  
Ravitch (2010), Ch 8  
Hoy & Miskel, Ch 10 | Research article review and critique due by 3/22/2014. |
| 10   | 3/16/2014   | 3/20/2014     | Policy Instruments and Cost Effectiveness Fowler, Ch 9  
Ravitch (2010), Ch 9  
Hoy & Miskel, Ch 3 and 8 |                                       |
Ravitch (2010), Ch 10  
Hoy & Miskel, Ch 2 | Group projects due by 4/5/2014. |
Ravitch (2010), Ch 11  
Hoy & Miskel, Ch 11 |                                       |
| 13   | 4/6/2014    | 4/10/2014     | Education Policy in the United States Fowler, Ch 12  
Group Presentations |                                       |
| 14   | 4/13/2014   | 4/17/2014     | Group Presentations |                                       |
| 15   | 4/20/2014   | No meeting    | Final Papers Due | Final paper due by 4/26/2014. |
Withdrawal Policy:
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

Plagiarism:
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from the instructor if it is needed, and to make smart decisions about their academic work.

Students Disabilities Services:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

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