Division: AOS
Program Area: EPS
Course #: EPS 9600
Course Title: Research & Theory in Administration (Leadership)
**Section #:** 003
**Term/Year:** Fall 2015
**Course Location:** Educ 171
**Day:** Thursdays **Time:** 5:00-7:45

Instructor: Dr. Carolyn M. Shields
**Office Address:** Educ. 397
**Office Hours:** Thursdays 1-4 or by appointment (made through email)
**Office Phone #:** 313 577-1692 **Home Phone #:** [optional]: 313 823-6888
**e-mail:** cshields@wayne.edu **Website:** coe.wayne.edu
Course Description:

Prereq: EDA 7620 or equivalent or permission of the instructor.

This course is intended to provide students with an opportunity to study both historical and contemporary perspectives on leadership and to prompt reflection on their own practice. The course is focused on research and theory relating to administration, with special attention given to how issues of inequity impact educational outcomes. This seminar will include an examination of various forms of inquiry and methodology for research in educational administration through an examination of books, journals, and associations that promote educational administration research.

Course Outcomes

Upon successful completion of this course, students will:

- Understand some of the history and development of educational research in educational leadership
- Be able to describe and critique several current leadership theories
- Examine their practice in the light of leadership theories
- Understand their roles as educational leaders in their organizations
- Refine their personal philosophy of leadership appropriate for diverse contexts
- Clarify the role of the leader in promoting student learning
- Clarify the role of the leader in promoting educational change,
- Understand the leadership role in facilitating courageous and difficult conversations
- Understand the leadership role in acting to overcome inequities in the status quo wherever they may be found (related to class, race, ethnicity, ability/disability, religion, etc.)

Required Text(s)


Additional readings drawn from book chapters and journals will be available on Blackboard or downloadable through the WSU library.

Additional References:


Note: It is not necessary to purchase this manual, but it must be used as a guide for all academic writing in this course.

Other useful articles will be found in journals such as:

*Educational Administration Quarterly*
*Journal of School Leadership*
*Educational Researcher*
Course Assignments:

Participation: Value 10%

Your class participation will be based upon attendance, active contributions to activities and class discussion. It is important to attend each class and to participate fully. Please notify me of an absence in advance, if possible.

Scholarly Reflective Journal  Value: 45%

Students are required to keep an ongoing reflective journal in which they reflect on the key ideas from readings and discussions and their relevance to their own contexts and experiences as well as to the development of their own personal philosophy of educational leadership. (See below)

Final scholarly paper. (see details)  Value: 45% Due Date:

Details of Assignments

Scholarly Journal:

A scholarly reflective journal is a public record of the thoughts and reflections you engage in as you read. While the journal will be confidential (i.e. between student and instructor), it is not a private diary. Thus, although an informal writing approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc. Each journal will be marked out of 5 points. A good journal contains the following components:

- demonstrated understanding of the readings, (2)
- critique (2)
- and clear application to an educational situation (1).

You will be required to write ten journal entries. Each entry should be between two and three single-spaced pages (1000-1500 words, double spaced between paragraphs), and will be submitted to the instructor as discussed during the first class, by 9 pm on the following dates: Sep. 13, Sep. 20, Sep. 27, Oct.4, Oct. 11, Oct. 18, Oct. 25, Nov. 8, Nov. 15. The instructor will provide commentary on each entry within 3 days.

Final Scholarly Paper -- Detailed Information

Due Dec. 10

The final paper, likely between 15-20 double-spaced pages, will draw on course material as well as scholarly outside resources and provide an opportunity for students to do one of the following:

a) develop a coherent personal philosophy statement about educational leadership and show how it might help you to lead in your context;
b) choose one aspect from the course (e.g., power, disability, dialogue, moral purpose, community) and, drawing extensively from additional literature, discuss how understanding the topic in a new way might help you, as an educational leader, to address a problem in your specific context;
c) develop a plan, using the material from the course, outside reading, and your personal reflections, to address a challenge in your workplace;
d) discuss the strengths and weaknesses of three different leadership theories and identify the theory that holds the most potential for addressing the topic you will choose for your thesis: or
e) other (approved by instructor).

In other words, the paper is intended to reflect a personal interest and to be of use to you in your context. Although there is room for personal choice of topic and approach, the following elements must be included:

➢ specific references to appropriate literature (using accepted APA style),
➢ reference to a specific context in which the ideas would be useful,
➢ scholarly critique and application of some of the ideas and theories covered in class.
**Evaluation Criteria:**

a) demonstrated appropriate depth and breadth of understanding and analysis.

b) development of a coherent approach to educational leadership

c) appropriate (and critical) use of the concepts from literature and research

d) appropriate understanding/application of concepts to a particular situation or context

e) appropriateness of written expression including coherence of argument, choice of language, tone, and style

f) general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

**Class Policies**

You are expected to attend all classes and to participate in all class activities. If you must be absent, you must contact the instructor in advance and discuss how you will catch up on missed material and activities.

All assignments are to be submitted on time. If you need an extension for an emergency or any exigency (life happens) for major assignments, you must discuss this with the instructor prior to the due date and establish a firm alternative date for submission. NOTE: This does not apply to journals which must be submitted on or before required dates.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Class Schedule**

**Sept. 3**  
*Learning from the past:*

Sun Tsu’s *The Art of War*. Go the following web site

http://classics.mit.edu/Tzu/artwar.html and read chapters

III. Attack by strategem

VII. Maneuvering

VIII. Variation in Tactics

Readings from Plato’s *Republic*. Go to the following web site and read Book VII.

http://www.constitution.org/pla/republic.htm If you are confused and want to read a summary, try

http://www.gradesaver.com/classicnotes/titles/republic/

Finally, read some excerpts from Machiavelli’s *The Prince*. Go to http://www.constitution.org/mac/prince00.htm and read Chapters XV, XVII, and XVIII. If you have time, you will find chapters XXI and XXV interesting as well.

**Sept 10 – Some Early Influences**

Taylor, F. W., (1912/1990), Scientific management, In D. S. Pugh (Ed.), *Organization theory*, Penguin. Ch. 11


Sept. 17

Science and Educational Administration

Hoy, W. (2012), School characteristics that make a difference for the achievement of all students: A 40-year odyssey. Journal of educational administration, 50(10), 76-97.


Rusch, E. A., Gosetti, P. P., Mohoric, M. (1911), The social construction of leadership: Theory to praxis, paper presented at the annual conference on research on women and education, San Jose.

Shields & Edwards (2005), Dialogue is not just talk (ch. 1) New York: Peter Lang.

Sept. 24

Subjectivism and Interpretive Approaches to Educational Leadership (paradigm wars)


Oct. 1

Transformational Leadership and other Organizational Approaches


or


Weick, K. E., (1996), Fighting fires in educational administration, Educational Administration Quarterly, 32(4), 565-578

March, J. G., (1976), The technology of foolishness, In D. S. Pugh (Ed.), Organization theory, Penguin, Ch. 18
Oct. 8  **Some Foundational New(er) Ideas**


Oct. 15  **Distributed, Spiritual, and Servant Leadership**


Gronn, P. (2008), The future of distributed leadership, *Journal of Educational Administration, 46*(2), 141-158


Oct. 22  **Critical Approaches to Educational Leadership**


or  


Shields, *Courageous Leadership*, Introduction and Ch. 1

Oct. 29  **Leadership for Social Justice and Democratic Leadership**


Gross, S. J., & Shapiro, J. P., (20 ), The New DEEL (democratic ethical educational leadership) and the work of reclaiming a progressive alternative in educational administration from PreK-20.

Shields *Courageous Leadership – Ch 2 & 3*
Nov. 12  Transformative Leadership


Shields Courageous Leadership – ch. 4 & 5

Nov. 5  Transforming Power and Privilege

Evans, A. E. (2007), School leaders and their sensemaking about race and demographic change, Educational Administration Quarterly, 43(2), 59-188


Shields Courageous Leadership – 6 & conclusion

Nov. 19- no class – UCEA

Nov. 26 – No Class Thanksgiving

Dec.3  Transformative Curriculum Leadership


Dec. 10  Last Class – Putting it all Together – Moving Forward.
Grading System

Grades of A will be reserved for outstanding performance. Grades in the B category will be awarded for solid quality work, and grades of C will be assigned to work that fails to meet minimum expectations for professional quality at the graduate level on one or more criteria. A grade of F will be assigned for failure to fulfill course expectations.

Graduate Grades:
A (95-100)  B+ (85-89)
A- (90-94)  B (80-84)
B- (75-79)  C+ (70-74)
C (65-69)  F (below 65)

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th 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.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:  http://reg.wayne.edu/students/information.php

Attention Students with Disabilities:

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 313-202-4216 (video phone). 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.