Wayne State University  
College of Education  

Division: Administrative and Organizational Studies  
Program: Educational Administration and Supervision  
Course: EDA 7625-001  
Call number 28828  
Term/Year: Winter, 2017  

Please note that this course starts on January 9, and runs through May 2, 2017. The course will run for 16 weeks and 2 days and will begin with an optional, voluntary face to face class meeting with the time and location announced here well prior to 1/9/17. Other in-person class meetings will be held from 1/9 to 5/2 with times and locations announced here well in advance.  

Course Credit: 4 Credit Hours  
Course Location: Online through Blackboard(Bb), http://blackboard.wayne.edu  
Optional First Class Meeting: Monday, January 9, 5:00-7:00 pm, room TBA College of Education  
Instructor: Dr. William Snyder, Retired Middle Level Educator/Principal  
E-Mail: WSU ah2252@wayne.edu  
Or Snyder.bill@ATT.net (preferred)  
Office Hours: By appointment, at any mutually convenient time/location  
Hm. Ph. 313-824-6938  

Course Description:  
This course provides a conceptual framework of the administrative process; examines interrelationships between the person, the job, the organizational setting, and the wider social context of education. It examines the ways in which political, social, and economic factors influence administrative decision making and leadership.  

Course Outcomes:  
Through this course students will begin to develop the knowledge, skills, and disposition that are required of all school administrators including:  
- Develop criteria to identify a “good school”  
- Consider what it means to organize for the quality learning of all students  
- Identify and discuss how issues like racism, classism, and homophobia can inhibit the learning of some students and show knowledge of how to address them  
- Analyze data to identify achievement gaps and show how knowledge of how to address and overcome them
Understand the ways in which schools must adapt to meet the needs of a diverse and multicultural student body

Show knowledge of how to deal with immediate and pressing issues as well as develop longer term plans for school improvement

Understand and evaluate some of the current approaches to transforming or turning around schools

Identify and examine several different approaches to leadership and develop a personal philosophy of leadership

Understand the challenges for school leaders of the wider changing socio-cultural, economic, and political context of schooling and show evidence of ways to navigate competing demands

Required Text(s):

  
  Note. This small book costs less than $10 from Amazon.com and contains excellent commentary as well as fascinating drawings. The text alone is sufficient and is available on-line at https://cse101.cse.msu.edu/visitors/saber.php. After reading the text you should watch https://vimeo.com/19515754.


Additional References:

Wayne State University Writing Center: [http://www.clas.wayne.edu/writing](http://www.clas.wayne.edu/writing)

“APA Stylistics: Basics”: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Course Assignments:

(Assignments are due on the date specified.)

I. The Engaged Practitioner - Attendance to scheduled classes and full participation on Blackboard discussion (10 points) MDE Principal Standards addressed: 1.1, 1.2, 1.3, 2.1, 3.3, 3.5, 4.1, 4.3, 5.1, 5.2, 5.5. It is vital that you complete all required readings and that you attend scheduled classes and actively participate in those and Blackboard each week (e.g. activities, discussion board, collaborate, etc.)

II. The Reflective Practitioner - Reflections on Readings (45 points) (MDE Principal Standards addressed: 1.1, 1.2, 2.1, 2.2, 4.1, 3.1, 3.2, 3.3, 3.4, 5.3, 6.3) For this category, you will receive points in the following ways:
   a. 5 points for your reflection on Peddiwell’s Saber-tooth Curriculum
   b. 10 points for Collaborative postings (as described in the next section)
   c. 20 points for 2 reflective journals (as described in the next section)
   d. 10 points (5 each) for 2 “reactive essays” (as described in the section on the next page.)
   NOTE! Assignment details of a, b, c and d below and on the following page.

III. The Critical Practitioner – Case Analysis (15 points)
   a. Due on 4/4/2017
   b. (MDE Principal Standards addressed: 1.2, 1.4, 2.2, 4.1, 5.5) A critical analysis of a case to fulfill the requirements described below. Please send this as an email with attachment to me when complete. Be sure your name is on your work.
   NOTE! Assignment details of III will be found on the following page.

IV. Administrator as a Scholar-Practitioner (final paper, 30 points)
   a. Due on or before 5/2/17. Please also send this to me as an email attachment.
   b. (MDE Principal Standards addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3.)
      Using ideas from the course readings and your own independent research, write a scholarly paper of the specified topics, or with prior approval from the instructor, on a topic of your choice. See suggested topics and criteria below.
      NOTE! Assignment details of IV will be found two pages following this note.
Assignment Details:

IIa. Peddiwell’s Saber-toothed Curriculum. Value 5%
Write a brief analysis (500 words) of the satire in which you
a. identify the parallels to today’s educational dilemmas and debates, and
b. address the question: What knowledge is worthwhile, and why?

IIb. Discussion Board Postings: Value 10%
You need to post at least weekly a 100 word post (or more) for each Blackboard unit in
response to one of the questions at the end of each chapter of the Shields Transformative Leadership book, or in response to the questions in each unit’s Agenda under Discussion Board assignment Posting are due by 11:59 p.m. on the following dates: 1/19, 1/30, 2/10, 2/21, 3/4, 3/15, 3/26, 4/6, 4/17, and 5/2 with your response to another posting due within 5-6 days following.

IIc. Reflective Journals: Value 10 points each x 2 = 20%
Due February 19, April 15
For the designated weeks, there is a scholarly journal (about 1000 words) due. You are expected to discuss two or three key ideas from the readings, critique them. And show how they apply (or don’t) to your practice. You will be given a grade of 1-5 for each journal based on how well you fulfill those criteria. You will submit the journal electronically (e-mail) to me on the specified dates and I will respond with comments and a grade within a day or two.

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 (e.g. between the student and the instructor), it is not a private diary. Thus, although an informal, stream of consciousness approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc.

A good journal contains the following components:
  a. demonstrated understanding of the readings
  b. clear application to an educational situation
  c. critical reflection

You may choose to comment on how a key idea or concept from the reading helped you to understand a personal problem or situation differently; you may write about the ideas prompted by a class activity or a point made during a Blackboard discussion, or you may wish to discuss something that came out of the course readings.

It is important that you engage in critique, e.g. dialogue and debate with yourself and the authors. What is good about the approach? What other ways might you consider the issue? What authors have you read who would agree or disagree?

The reflection and critique section may take many forms: what is important is that you show you have done some thinking about the readings and class activities (why they did or did not turn on a light for you, their relation to something else you have read, or experienced, or learned in another class, or...) and that the thoughts provoked are not entirely banal! The purpose
of the journal is to extend your thinking. It is not enough to say that an idea or reading was interesting or useful: rather it is important to reflect on “why?”

**IId. Reactive Essay: 5 points each x 2 = 10%**

**Due February 8, March 13**

Your own personal reaction in writing to the assigned topic (Unit 3 and Unit 6) following the accompanying directions (including method of submission) in each unit.

**III. Case Analysis: Value 15%**

**Due on April 4.**

Choose one of the following cases. To locate, it is suggested you Google the author & look for the title.

Summey, E. & Laslet, C (2014) RTI at West Elementary: Supplement or supplant, or a little of each? *Journal of Cases in Educational Leadership September, 17: 12-20.*

*Or*


*Or*


Your analysis should be 3-6 double spaced pages. In it, you should assume you are the character responsible for the case. In that role, distinguish carefully between facts and assumptions as you analyze the case in the following way:

*Set the scene (important background information, relevant facts)*

*Identify two to five main problems (Why do they exist? How do they impact the organization? Who is responsible for them?)*

*Develop a recommended course of action (Draw on theory, concepts, models, and research Findings that you have been studying to help you formulate possible courses of action)*

*Project the possible impact of your course of action for both the short-term and the longer term of your institution and what follow-up may be necessary.*

This analysis should be written as a formal paper, using appropriate APA references and headings. Grades will depend on the depth of analysis, the viability of your recommendations, the connections to relevant literature, and the clarity of your arguments and writing.
IV. Final Paper: Value 30%

Due on or before May 2, 2017. Please submit as an electronic e-mail attachment.

For a more detailed description, see below.

a. What is a good school and how do we get there?
b. The potential of transformative leadership.
c. Transforming curricular spaces for the 21st century.
d. Your personal leadership philosophy.
e. The challenges of leading in a pluralistic context.
g. The meaning of social justice.
h. Any other topic you have cleared with the instructor.

For your chosen topic you will be expected to write a formal paper with: an introduction that contains a rational, clear purpose statement, and an overview of how you will accomplish your goal. In each case you will need to: review relevant literature and provide some evidence of this, show or explain how the literature relates to your personal philosophy as a leader, and develop a plan for how you, as a school leader, would accomplish the desired goal. In your plan, be specific. What would you need to do? What would you use as indicators of success?

Criteria for grading the final paper

1. Evidence of understanding of the course material, clarity and depth of analysis, and quality of scholarship, reflection, and critique.
2. Ability to apply knowledge to your specific setting and demonstrated understanding of how theory could be used to improve practice.
3. Ability to synthesize the concepts you have learned.
4. Clear, concise, logical, and accurate writing: general ability to write accurately and clearly, to organize content, and acknowledge sources in an acceptable manner.
5. Correct APA referencing.
Class Schedule:

Please note: If weather warrants, face-to-face classes may become on-line classes and the schedule will be adjusted accordingly.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
<th>Meetings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9-19</td>
<td>Getting Started in a Topsy Turvy Education World</td>
<td>Reading assignments, including Saber-tooth Curriculum, Discussion board posts</td>
<td>Voluntary, optional, face to face class, Monday. Jan. 9, 5-7 pm, room TBA Education Bldg</td>
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<tr>
<td>2</td>
<td>Jan 20-30</td>
<td>Ignore Politics and Power Lines at Your Peril</td>
<td>Reading assignments, Discussion Board posts, Saber-tooth written analysis due 1/30</td>
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<td>3</td>
<td>Jan 31-Feb 10</td>
<td>Rethinking Some Assumptions As We Get Started</td>
<td>Reading assignments, Discussion Board posts, Reactive Essay due 2/8</td>
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<td>4</td>
<td>Feb 11-21</td>
<td>More Power and Politics for Great Success</td>
<td>Reading assignments, Discussion Board posts, Reflective Journal # 1 due 2/19</td>
<td>Voluntary, optional, face to face class, time and location to be announced</td>
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<tr>
<td>5</td>
<td>Feb 22-Mar 4</td>
<td>It’s Really About the People</td>
<td>Reading assignments, Discussion Board posts</td>
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<td>6</td>
<td>Mar 5-15</td>
<td>Accountability, Student Management and Improving Student Learning</td>
<td>Reading assignments, Discussion Board posts, Reactive Essay due 3/23</td>
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<tr>
<td>7</td>
<td>Mar 16-26</td>
<td>School Communities That Actually Work</td>
<td>Reading assignments, Discussion Board posts, complete Reactive Essay</td>
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<td>8</td>
<td>Mar 27-Apr 6</td>
<td>Taking Care of Yourself in a Global Community</td>
<td>Reading assignments, Discussion Board posts, Case Analysis due 4/4</td>
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<td>9</td>
<td>Apr 7-17</td>
<td>Pulling It All Together</td>
<td>Reading assignments, Discussion Board posts, Reflective Journal # 2 due 4/15</td>
<td>Voluntary, optional, face to face class, time and location to be announced</td>
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<tr>
<td>10</td>
<td>Apr 18-May 2</td>
<td>And Now a New Beginning</td>
<td>Reading assignments, Discussion Board posts, Final paper due on or before 5/2</td>
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**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**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>(95-100)</td>
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<tr>
<td>A-</td>
<td>(90-94)</td>
</tr>
<tr>
<td>B+</td>
<td>(85-89)</td>
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<tr>
<td>B</td>
<td>(80-84)</td>
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<tr>
<td>B-</td>
<td>(75-79)</td>
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<tr>
<td>C+</td>
<td>(70-74)</td>
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<tr>
<td>C</td>
<td>(65-69)</td>
</tr>
<tr>
<td>B</td>
<td>(75-79)</td>
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<tr>
<td>F</td>
<td>(below 65)</td>
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**General Information**

1. All written work must be original and demonstrate appropriate communication skills (e.g. correct spelling, punctuation, grammar, organization skills, etc.)
2. All written work must meet scholarly standards as stated in the Publication Manual of the American Psychological Assn. (6th Ed.)

**Course Policies**

- This course is being delivered via the Wayne State University Blackboard System (see link above). Documents outlining the course policies regarding Academic Integrity, Computer Usage, Disabilities, Incompletes and Computer Mediated Communication are posted on the course information page of that site. You are required to access, read, and acknowledge understanding of these documents prior to beginning your course work. Details regarding this requirement are provided below under the heading “Pre-Course Requirements”.
- Attachments (such as for the Reflective Journals, Reactive Essays, Case Study, etc.) MUST be sent in a Microsoft Word compatible file to Snyder.bill@ATT.net.

**Assignment Notes:**

1. Late assignments require instructor authorization. Authorization must be requested prior to the posted due date and will only be given if the inability to meet the due date is directly related to an emergency situation.
2. The assignment information provided below is intended to provide an overview of the graded assignments. Detailed instructions on how to complete and submit each assignment will be provided in the UNIT AGENDAS and COURSE OUTLINE posted on the course web site.

**Assignment Overview:**

Pre-course Requirement Quiz
It is suggested you complete the pre-course requirement quiz, hopefully with a score of 100% prior to beginning your coursework. The purpose of the quiz is to acknowledge your understand
of the course policies, syllabus, and other documents. The pre-course requirements and directions for completing the quiz are provided below. As the name implies, please complete the pre-course quiz before the course, however you may begin coursework if you are having technical difficulty, but make sure to complete the pre course quiz ASAP. Contact the instructor or WSU C&IT.

Unit Discussions
Each of the 10 units will have questions (listed in the Discussion Board). These assignments ought to be finished in the allotted time frame. If you go over the time frame, you must notify the instructor to discuss the problem and possible solutions. Do your best to complete the assignments by the due date. These questions are posted in the discussion board and as such are intended to be a discussion. Please pay attention to the flow of online conversation. It is a good idea to post your initial response early in the week to allow a few days for others to read and respond, while reading and responding to fellow classmates. It is NOT acceptable to only post on Sunday night. It is also NOT acceptable to miss a conversation. These discussions are vital parts of the course and should be treated as such. Even if you miss the deadlines please post – your contributions can still add to the conversation (and may be eligible for partial credit. Treat the units as on-going conversations. The minimum response is 2 separate posts per unit. However, a “conversation” may require more. Your response should be “meaningful”. This means that responses of “I agree” or “me too”, etc. are not meaningful. You ought to raise additional issues, support the argument, offer differing points of view, and otherwise add to the conversation.

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/assests/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 Catalogue (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 and 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.