

University of Detroit Mercy  
College of Liberal Arts and Education

COURSE: EDU 525 --- Educational Policy Studies --- 3 crs.

PROFESSOR: Dr. Joslen Letscher

TERM: Summer 2004 --- June 21 to July 2, 2004

LOCATION: McNichols Briggs --- Mondays to Fridays: 8:30am to 12:30pm

OFFICE HOURS: By Appointment Only  
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"Educator shall actively engage in activities directed toward developing and improving the educational system."

-University of Detroit Mercy Candidates'  
Code of Professional Ethics

"We hold the belief that a sense of community and collaborative spirit among all involved in the education of others is essential."

-Department of Education of the College of  
Education and Human Services Vision  
Statement

"One of the problems with the talk of school renewal is that it is policy talk. I want to subvert policy talk with imagination and passion"

-Maxine Greene, ASCD Convention, 1996

"The process of dialogue, mutual critique, and political action is dynamic, a spiraling movement in which rudimentary forms of political action enable further critique and evoke more adequate forms of political practice. These qualities, so evident in the literature of African-American women, are characteristics of transformative social action and are the central elements in a feminist ethic of risk."

-Sharon D. Welch, A Feminist Ethic of Risk

**Course Description:**

Educational policies that affect the contemporary American school. An analysis of the policy development process through conflicting visions with a special emphasis on the role of Philosophy of Education as a factor driving policy decision making in education.

**Required Reading:**

Course Texts -

Greene, Maxine. (1988). The dialectic of freedom. New York: Teachers College Press.  
ISBN: 0-8077-2897-7 (pbk)

Nelson, Jack L., Stuart Palonsky, and Mary Rose McCarthy (2004). Critical issues in education: Dialogues and Dialectics (5<sup>th</sup> Ed.). New York: McGraw-Hill. ISBN: 0-07-255511-4.

\_\_\_\_\_ (1998) Declaration of independence and the constitution of the United States: with introduction by Pauline Maier. New York: Bantam Books. ISBN: 0-553-21482-9

Class handouts and resource material needed to prepare for dialogues.

### **Recommended Readings:**

*see references in course text*

Collins, Patricia H. (1991). Black feminist thought. London: Routledge.

Danielson, Charlotte. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, Linda. (1997). The right to learn. San Francisco: Jossey-Bass.

Downey, Lorne W. (1988). Policy analysis in education. Calgary, Alberta: Temeron Books, Inc Inc. ISBN: 0-920490-83-2.

Foster, Michele. (1997). Black teachers on teaching. New York: The New Press.

Fuhrman, Susan H. (Ed.). (1993). Designing coherent education policy. San Francisco: Jossey-Bass.

Greene, Maxine. (1995). Releasing the imagination. San Francisco: Jossey-Bass.

Irvine, Jacqueline Jordan. (1991). Black students and school failure. New York: Praeger Publisher.

Johnson, David W. and Roger T. Johnson. (1995). Reducing school violence. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, Steven. (1997). Interface culture: How technology transforms the way we create and communicate. San Francisco: Harper Edge.

Knight, George R. (1989). Issues & alternatives in educational philosophy. (2nd ed.) Berrien Springs, MI: Andrews University Press.

Ladson-Billings, Gloria. (1994). The dreamkeepers. San Francisco: Jossey-Bass.

Lee, Valerie E., Anthony S. Bryk and Peter B. Holland. (1993). Catholic schools and the common good. Cambridge, Mass: Harvard Univ. Press.

Moffet, James. (1994). The universal schoolhouse. San Francisco: Jossey-Bass.

Nakanishi, Don and Tina Yamano Nishida. (Eds.). (1995). The asian american educational experience. New York: Routledge.

Oppenheimer, Todd. (1997). The computer delusion. Atlantic Monthly, 230, no. 1, 45-62.

Senge, Peter, et.al. (1994). The fifth discipline handbook. New York: Doubleday.

Sowell, Thomas. (1993). Inside american education. New York: The Free Press.

Tapscott, Don. (1998). growing up digital. New York: McGraw Hill.

Welch, Sharon D. (1990). A feminist ethic of risk. Minneapolis: Fortress Press.

Williams, Belinda. (Ed.). (1996). Closing the educational gap. Alexandria, VA: Association for Supervision and Curriculum Development.

### Periodicals

(1995). Integrating technology into teaching. Educational Leadership, 55, no. 3, entire issue.

(1990, December). The national goals--Putting education back on the road. Kappan, 72, no. 4, entire issue.

(1995, March). Aiming for higher standards. Educational Leadership, 52, no. 6, entire issue.

### Internet Resources

[www.growingupdigital.com](http://www.growingupdigital.com)

[www.negp.gov](http://www.negp.gov) (National Education Goals Panel)

[www.beadsland.com/weapas](http://www.beadsland.com/weapas) (Web Extension to American Psychological Association Style)

Michigan State Board of Education

NCREL -- North Central Regional Education Laboratory

NCTM -- National Council of Teachers of Mathematics

NSTA -- National Science Teachers Association

NPTSB -- National Professional Teacher Standards Board

ATE -- Association of Teacher Educators

### Course Goals:

- Analyze selected contemporary educational issues related to policy development and

- implementation
- Identify and understand the social, philosophical and historical forces that influence educational policies for the schools of the 21st Century
- Engage participants in dialectical inquiry approach for clarifying and articulating education policy issues

### **Course Requirements:**

During this course, we will study contemporary educational issues which influence the formation of educational policy. You will engage in rigorous scholarly inquiry. This inquiry will require you to interact with ideas and with each other in a manner which causes you to dialogue with conviction and openness to change, maintain a healthy skepticism by exploring differing viewpoints, and arrive at well-grounded, insightful, responsive conclusions to inform education policy formation and implementation.

All assignments are to give evidence of a research knowledge base; identify philosophical, historical, educational theory starting points; demonstrate the relationship of social political and economic issues; use course format guidelines for critical review and format of presentations. This evidence must present a coherent construct of support for your personal position on the issues. Your personal position must also include the implications for your students, yourself as a knowledgeable, caring professional and for society - local, American and the world community.

You will be expected to demonstrate the results of your scholarly inquiry in the following manner:

- 1) Demonstrate the skill of information processing by:
  - using a variety of information - gathering techniques and information resources - include required reading, primary resources, interviews, Internet;
  - interpreting information gathered in insightful ways which provide a highly creative and unique synthesis of the information - include coherent construct of support for insights and diverse but highly useful ways of looking at the issue within comprehensive context; and
  - determine the value of information - include analysis which leads to credible use and relevancy to illuminate the issue.
- 2) Demonstrate the skill of analyzing perspectives by:
  - framing an educational issue - including the social political, historical and economic setting which impacts the issue;
  - identifying and articulating points of disagreement that are the underlying causes of issue conflict - include philosophical issues and alternatives; and
  - articulate the reasoning behind at least two differing perspectives - include the reasons, concerns, feelings, silences and errors.
- 3) Demonstrate the skill of effective communication by:
  - clearly and effectively communicating an educational issue in writing and in oral presentation during dialogue - include rich, vivid, and powerful support and detail; a style and tone which capitalizes on

- audience level of interest, knowledge and understanding;
- taking a position that introduces a valuable and imaginative perspective - include strong supporting evidence that is coherent and reflective of scholarly inquiry; and
- encouraging respect for learning from individual differences and sensitivities - include listening to others and remaining open to critique of own ideas and positions; showing willingness to transcend initial positions to formulate better ideas.

### **Course Evaluation:**

Class Dialogue and Workshops	30pts.
Educational Policy Dialogue -Written paper(s)	35pts.
-Oral participation	25pts.
Evaluation of class dialogue	<u>10pts.</u>
Total	100pts.

### **Grading Scale:**

A = 93-100	Assignments must be submitted on time for full credit.
B = 86-92	Submit two copies of your Policy Analysis Report--one will be returned
C = 78-85	
D = 70-77	
F = 69 and below	

### **Professional Commitment:**

The mission of the University of Detroit Mercy promotes "core values that honor excellence, commitment to liberal study personal and professional ethics and values, concern for persons and individuals, and the central role of religious faith in the educational process."

In response, Education faculty and students uphold these values by engaging in rigorous study as Scholars, Inquiring Educators, and Moral Agents (see Mission of Education Department). Faculty provide a challenging course of studies as a framework to implement the Vision and Mission of the Education Department. Students demonstrate response through collaboration in accepting this challenge. It is understood that all work submitted is the original work of the student. All ideas which originate with someone else are to be duly referenced and credited.\* It is the development of critical thinking, personal understanding, ethical decision-making and moral action which are the anticipated outcomes of this course. by working together - using the course syllabus as a guide - we will achieve these outcomes.

\* (See statement of Commitment to Professionalism" in UDM Teacher Education Handbook and Plagiarism Statement attached to this course syllabus.)

University of Detroit Mercy  
Plagiarism Statement

Adopted December 10, 1993

"Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific

phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University."

**EDUCATIONAL POLICY STUDIES**  
**EDU 525 Summer 2004**  
**COURSE OUTLINE**

ISSUE: Standards - Education or Control?

<u>DATE</u>	<u>CONTENT</u>	<u>REQUIRED PREP</u>
6/21	Course Overview & Introduction: Policy is ... or is it? Dialectical Approach Course Issue Critical Reviews and Dialogues	Syllabus Texts: Greene-assign Nelson - Pref., Ch. 1 Maier – Entire Book
6/22	Implementation of Dialogue Policy & Paper Requirements	Critical Review/Text Material Downey 6; Greene N: TBD Handouts
6/23	School Reform: How Should Standards be used in Schools?	N: Ch. 18, 13, 15 D: 6; Greene TBD
6/24	Standards: Who is Accountable?	N: Ch. 2, 3, 4 D: 6; Greene TBD
6/25	Basic Education Means What Standards?	N: Ch. 7 & 3 D: 6; Greene TBD
6/28	Multicultural Studies: Whose Culture? Different Standards?	N: Ch. 8, 7, 10, 13 D: 6; Greene TBD
6/29	Standards & Values: Whose?	N: Ch. 10, 11, 14, 17, 2, 9 D: Ch 6; Greene TBD
6/30	Standards & Assessment: Who is the Audience?	N: Ch. 12 & 9 D: 6; Greene TBD
7/1	FINAL EXAM (to be explained in first class)	

NOTE: All written assignments due at beginning of class. Knowledgeable participation in class is critical to your successful demonstration of your learning during this course of study. Each and every class is important.

The above syllabus is subject to change. All changes will be noted in class. In order to be responsive to individuals as well as model social responsibility, students are asked to join with me in formulating and following acceptable standards for course participation. Such issues as absences, make-ups, extensions, written assignment requirement, etc. will be discussed at the first class meeting.

Let us enjoy responding to this invitation to dialogue, to vision with imagination, and to create meaning which deepens our understanding of our commitment to teaching!