

COURSE SYLLABUS

EDA 8353

Applications of Theory to Educational Administration

Credit: 3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

Three lectures. The nature of theory; types of educational administrative theories; uses of organizational and administrative theory in administrative problem solving; applications of general system theory.

Standards, Elements, and Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, the course focuses on the following standards and related elements:

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Meets Standards for School District Leadership Element 2.1a: Candidates develop a sustained approach to improve a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Meets Standards for School District Leadership Element 2.3c: Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

ELCC Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating

with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Meets Standards for School District Leadership Element 4.1c: Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, and government, and higher education partnerships.

Meets Standards for School District Leadership Element 4.1h: Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

CFPO Outcome 1: Inquiry and problem solving skills.

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate knowledge and understanding of theories and strategies of organizational management in relation to community relations models, marketing strategies and processes, data driven decision-making, and communication theory. (ELCC 4.1c--frameworks; CFPO 1--inquiry and problem solving skills)
2. Demonstrate knowledge and understanding necessary for establishing and sustaining a positive school district culture. (ELCC 2.1a--district culture)
3. Demonstrate knowledge and understanding of human development theory, motivational theories, and concern for diversity. (ELCC 2.3c--human development theory)
4. Capability to develop and implement strategies that support the involvement of families in the education of their children (ELCC 4.1h--families)
5. Demonstrate knowledge and understanding of proven learning theory. (ELCC 2.3c--learning theory)

Topics that will be addressed in the course:

Putting theory into practice
 Understanding the concept of theory
 Selected theories
Organization as a metaphor
 Organizations as machines
 Organizations as organisms
 Organizations as brains
 Organizations as cultures

- Organizations as political systems
- Organizations as psychic prisons
- Organizations as transformation
- Organizations as domination
- Key educational administration theories
 - Chaos Theory
 - Contingency Theory
 - Human development theory
 - Systems Theory
 - Theory X and Theory Y
 - Theory Z
- Parent involvement theory
- Learning theory
 - Neuroscience research
 - Role of the hand in brain development

Activities for student learning in relation to course objectives:

Objective #1: Based on assigned readings, students solve problems (using case studies) and discuss theories and strategies of organizational management that apply to establishing an effective and efficient school district.

Objective #2: Using historic literature, students design creative computer-based models for establishing and sustaining a positive school district culture.

Objective #3: Students design and present theoretical models addressing human development theory, motivational theories, and concern for diversity.

Objective #4: Using case studies and other simulation materials, students develop and implement strategies that support the involvement of families in the education of their children.

Objective #5: Using materials based on contemporary neuroscience research, students demonstrate knowledge and understanding of proven learning theory.

Required texts:

Blendinger, J. (1996). *QLM: Quality Leading and Managing*. Dubuque, IA: Kendall-Hunt.

Blendinger, J., & Jones, L. T. (2003). *Reaching Out to Families* (2nd ed.). Dubuque, IA: Kendall/Hunt.

Blendinger, J., Wells, L. R., & Tabereaux, C. (2003). *Teaching Reading through the Arts*. Dubuque, IA: Kendall-Hunt.

Morgan, G. (1997). *Images of Organization* (2nd ed.). Thousand Oaks, CA: Sage.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, and assigned readings.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

Participation in class discussion and activities--30%
Creative projects--30%
Selected assignment (e.g., brief critiques)--20%
Comprehensive examination--20%

Grading is on a 4-point scale as follows:

A = 3.5-4.0
B = 3.0-3.4
C = 2.0-2.9
D = 1.0-1.9
F = Below 1.0

Academic honesty:

Academic honesty is expected. Refer to *Mississippi State University Policy and Procedures for Handling Academic Misconduct*.

Bibliography:

Bennis, W., & Nanus, B. (1985) *Leaders: The strategies for taking charge*. New York: Harper & Row.

Bolman, L. G., & Deal, T. E. (1995). *Leading with soul: an uncommon journey of spirit*. San Francisco: Jossey-Bass.

Crick, F. (1994). *The astonishing hypothesis*. New York: Charles Scriber's Sons.

Drucker, P. F. (1998). *Managing the nonprofit organization*. New York: Diane Publishing.

English, F.W. (1994). *Theory in educational administration*. New York: Harper Collins.

Giuliani, R. W. (2003). *Leadership*. New York: Hyperion.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership*. Boston: Harvard Business School Press.

Hoy, W. K., & Tarter, C. J. (1995). *Administrators solving the problems of practice*. Boston: Allyn & Bacon.

Owens, R. G. (2001). *Organizational Behavior in Education* (7th ed.). Boston: Allyn and Bacon.

Welch, J., & Welch, S. (2005). *Winning*. New York: HarperCollins.