

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDA 8223

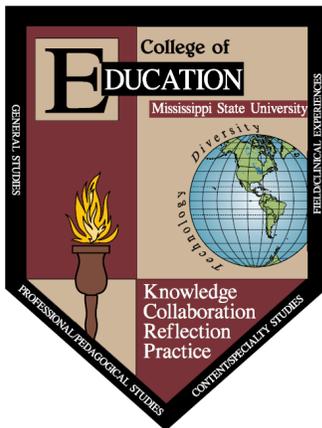
Course Title: Seminar in Educational Administration

Credit hours: 3 semester hours

Type of course: Seminar

Catalog Description: (Prerequisite: Administrative experience or graduate standing).
Specialized study of selected problems in school administration;
research.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these

knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

This course provides an overview of change strategies, problem solving strategies, leadership styles, as understandable processes that can be managed. The major purpose of the course is employ activities to introduce educational leaders to the theories, principles, and strategies of these topics.

- **(D)** develop a vision of change as part of the growth of organizations and value the benefits that change can bring to organizations; (ELCC 1, ELCC 3; CFPO 1,3)
- **(K)** realize that change typically unfolds in a manner that can be recognized and predicted;
- **(K, P)** anticipate how individuals respond during change; (ELCC 2; CFPO 1,3)
- **(K, P)** understand the culture of an organization and demonstrate the ability to recognize and define leadership styles needed for successful change and problem solving strategies; (ELCC 2; CFPO 3, 12)
- **(K, P)** plan how to implement effective leadership styles, problem and change strategies; (ELCC 4, 5, 6; CFPO 3,14)
- **(K, P)** recognize the critical factors that help one guide the change process; motivate individuals in followership and leadership. (ELCC 2; CFPO 5, 6)
- **(K, P)** take specific actions to facilitate progress through leadership, problem solving and change processes; (ELCC 4, 5, 6; CFPO 5, 6)
- **(K, P, D)** help oneself and others to use effective leadership to recover more quickly and effectively from the effects of organizational change and problems. (ELCC 3CFPO 3, 8, 13)

Topics Covered:

Library Research Workshop- How to do Library and Internet Research (2.0 clock hours)

- Resistance to Change; Support for Change (2.0 clock hours)
- Working in Small Groups (2.0 clock hours)
- Leadership Theory Research (10.0 clock hours)
- Leadership Theory Development (10.0 clock hours)
- Force Field Analysis Change Model - Kurt Lewin Model
- Developing Research Skills (4.0 clock hours)
- Conducting Research (4.0 clock hours)
- Case Study - Force Field Analysis/Kurt Lewin /Michael Fullan Change Models (3.0 clock hours)
- Hersey & Blanchard Situational Leadership Model – Leadership and Change (8.0 clock hours)

Texts (Required):

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Bennis, W. (2003). *On becoming a leader*. Perseus Press.

Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kouzes, J. M. & Posner, B. Z. (2003). *The leadership challenge*. (latest ed.). Jossey-Bass.

Text (Recommended):

Katzenbach, J., & Smith, D. (1993). *The wisdom of teams: Creating the high performance organization*. New York, NY: Harper Business.

Methods of instruction:

Lectures; PowerPoint presentations; case studies; individual research; small and large group discussion; model projects; use of WebCT and on-line chats when scheduled.

Suggested Student Activities:

1. Class attendance/participation and assignments: Class attendance and punctuality are expected and required to successfully complete this course. Absences may necessitate a reduction in the student's participation points, which could have a negative impact on a student's final grade. Students shall complete all readings and assignments in a timely manner. Students are expected to arrive ready to discuss the topics of the day. Doctoral Seminar 4

The assignments, activities and evaluation are all designed to help the student make practical application of the theories and concepts learned in class and other venues. Some of the assigned activities are for practice only, not for evaluation. In addition, some of the assignments may not be collected, checked and recorded. EMAIL: Each student is required to use their MSU email address. It is free to each student. I cannot communicate with you unless you activate your MSU email. You have one week following the first day of class to activate your MSU email account. (Comprehensive Course Activity: Standards 1-6)

2. Article critiques: Select five articles in five different refereed professional journals appropriate to change strategies, read the article, and write a critique of the article. Article #1 – Leadership, Article #2 – Change, Article #3 – Problem Solving, Articles #4 and #5 on topics in your field of specialty. (See the sample article review in this syllabus) (Standard 1) Due Dates: see course schedule
3. Change Strategies Observation Analysis: Students will attend a minimum of one administrative meeting related to your field of study (e. g., k-12] and prepare a written analysis of the meeting. The analysis paper shall not be more than five (5) pages double spaced, nor less than three (3) pages double spaced, excluding the table of contents, cover

page and references. A minimum of three (3) references must support the student's analysis. (Comprehensive Course Activity: Standards 1-6). Due on: see course schedule

4. In Class Small Group and Large Group/ Activities: Students will participate in class, issues and activities that will be evaluated on student engagement, knowledge of subject matter, oral communication, and presentation skills. (Comprehensive End of Course Activity: Standards 1-6)
5. Change Strategies End of Course Project: Each student will select a change strategies topic in your field of study for development that meets subject criteria. The topic for research will be pre-determined by the student and instructor. You will implement a change project in your work setting using a model presented in class. (Comprehensive End of Course Project: Standards 1-6) see course schedule

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

Students are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of spreadsheets, and email are essential skills students will utilize. Students may also be required to use Blackboard and Task Stream programs.

Diversity:

Diversity will be addressed in readings and course activities. As students complete activities, they are oriented to the cognitive level and learning styles of traditional as well as nontraditional students.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the professor for more information. Students having any special needs (i.e., disabilities, problems, or any other factors that may affect their performance in class) may receive specialized testing through Student Support Services (325-3335).

Field Component:

There are no field requirements for this course.

Evaluation of Student Progress:

Students will engage in selected readings via professional journals, case study analysis, model projects, on-site observation of organizational meetings, in-class vignettes, simulations, and an examination. Evaluation of the student will be measured on pre-determined assessments for each project and the comprehensive examination.

Class Activities/participation	50 points
Change Project Presentation –End Crse. Ex.	50 points
Midterm Exam	50 points
End of Course Project Paper	100 points
Article reviews 5 @ 10 points	50 points
Change Observation Analysis	<u>50 points</u>
Total	350 points

Grading in percentage points and letter grades:

94 - 100 A	77 - 79.9 C+	60 - 63.9 D-
90 - 93.9 A-	74 - 76.9 C	59.9 - below F
87 - 89.9 B+	70 - 73.9 C-	
84 - 86.9 B	67 - 69.9 D+	
80 - 83.9 B-	64 - 66.9 D	

Bibliography:

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Bennis, W. (2003). *On becoming a leader*. Perseus Press.
- Katzenbach, J., & Smith, D. (1993). *The wisdom of teams: Creating the high performance organization*. New York, NY: Harper Business.
- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kouzes, J. M. & Posner, B. Z. (2003). *The leadership challenge*. (latest ed.). Jossey-Bass.
- Peterson, K.D., & Deal, T.E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56, 1-8.