

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS**

**Course Prefix and Number:** EDA 8353

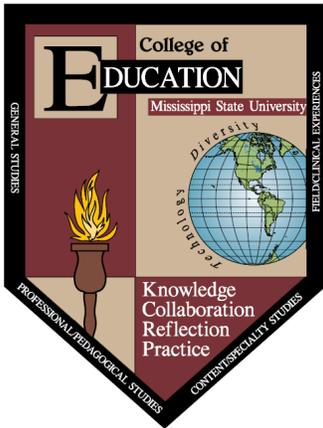
**Course Title:** Applications of Theory to Educational Administration

**Credit Hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalogue 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.

**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:

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 to Be Covered:**

- 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

**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.

### **Student Activities:**

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.

### **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:**

Technology is not addressed explicitly in this course.

### **Diversity:**

Diversity is addressed implicitly in objective 4.

### **Disability:**

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

**Field Component:**

This course of study does not have a field component.

**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

**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.

