

# Murray State University Common Course Syllabi

Revised October 6, 2008

DEPT: ELC

COURSE NUMBER: ADM 600

COURSE CREDIT: 3

## I. TITLE: INTRODUCTION TO EDUCATIONAL LEADERSHIP

**II. CATALOG DESCRIPTION:** This introductory course examines the theoretical concepts and the organizational patterns of governance and management of schools within the social and philosophical structure of our culture. *Note: This is the initial course in School Administration.*

**III. PURPOSE:** The purpose of this course is to provide an overview of all aspects of school administration. It is an exploratory course that allows students to examine school administration as a career and build upon and extend prior knowledge and experiences. This includes a core understanding of learning and practices that support learning. Various administrative processes and tasks are covered. Students are given opportunities for self-examination. Ethical and moral issues involved in the profession are imbedded in the course.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: SISI are used to explore school culture; EPSB Themes: Diversity is explored through the examination of the leadership function and organizational culture. Technology is emphasized, as students use Excel to represent survey data. Assessment of perceptions is stressed through the development of surveys. Student dispositions are discussed in reference to professional standards.

## IV. COURSE OBJECTIVES: The student will be able to:

- Review and evaluate prominent leadership theories and models (ISLLC I, II, III, IV, V, VI)
- Apply an understanding of leadership models to past and/or future experiences (ISLLC I, II, III, IV, V)
- Explore multiple perspectives regarding organizational culture. (ISLLC I, II, IV, VI)
- Develop plans and processes for improving organizational culture through leadership. (ISLLC I, II, V)
- Plan and implement school improvement initiatives for the purpose of increasing student learning. (ISLLC I, II, IV, V, VI)
- Examine theories, models and perspectives regarding effective change management and facilitation (ISLLC I, II, IV, VI)
- Apply a knowledge of change management theories, models and perspectives to personal practice (ISLLC I, II, IV, VI)
- Utilize basic personal productivity software (Technology)

## V. CONTENT OUTLINE:

*Leadership & The Profession* – Current and classical leadership theories are studied and applied to practice. Certification requirements and expectations of the principalship and various central office positions will be discussed. Students will develop and implement a plan for refining/demonstrating leadership behaviors.

*Evaluating and Improving School Culture* – The theoretical basis of school culture will be discussed, and current assessment instruments will be used to evaluate perceptions and practices that reflect school culture. Basic techniques in survey analysis will be introduced. Professional Learning Committees will be explored from a cultural perspective.

*Change and Change Facilitation* – Theoretical models and perspectives for exploring and understanding change and change management will be examined. Students will apply their understanding of these concepts.

## **VI. INSTRUCTIONAL ACTIVITIES**

*Case Studies*– Case studies are assignments that require students to compare “theory” to the reality of the school setting in which they work. There will be 3 to 5 case studies per semester dealing with issues such as school culture, organizational change, & professional learning communities. (ISLLC Standards I, II, III, IV, V, VI) (30 pts each)

*Culture Survey Analysis (Field-based)* – A variety of ways that data can be used will be discussed. Students will gather sample survey data and use will use technology to analyze/communicate disaggregated results. (ISLLC Standards I, II, IV) (50 points)

*21 ILOL Reflection*– Based primarily on reading in 21LOL, students will summarize and reflect upon significant parts of the reading (ISLLC Standard V ) (50 points)

*Leadership Growth Self-Study* – As a culminating experience in the course, students are asked to document the leadership areas chosen for refinement/implementation and to evaluate direct and/or indirect impact on student learning. Students will present their project and share (100pts) (ISLLC I, II, III, IV, V)

*Web, and Class Discussions*– Students will be responsible for participating in and leading various web-based and classroom discussions and activities. (ISLLC Standards I, II,V) (point/activity vary/100 pts max total)

**VII. FIELD AND CLINICAL EXPERIENCES:** Students will complete the Survey Analysis and Leadership Growth Plan as their field experiences.

## **VIII. RESOURCES:**

- Internet
- Professional journals and related leadership assessments.
- Marzano, R.J., Waters, T. & McNulty, B.A. (2005). *School leadership that works*. Alexandria, VA: ASCD.

## **IX. GRADING PROCEDURES:**

Points will be deducted for late work proportional to the lateness of the assignments. Exceptions will be made at the discretion of the instructor and only when notice has been given in advance.

Grading Scale:

A = 92% to 100%

B = 80% to 91%

C = 70% to 79%

Other grades do not meet graduate school requirements.

**X. ATTENDANCE POLICY:** Class attendance is expected. This course conforms to the MSU Graduate Attendance Policy.

**XI. ACADEMIC HONESTY POLICY:** Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

## **XII. TEXT AND REFERENCES:**

Maxwell, J. C. (1998). *The 21 irrefutable laws of leadership*. Nashville, TN: Thomas Nelson, Inc.  
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**XIII. PREREQUISITES:** Admission to the MSU graduate school.

**XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.