



Course Syllabus:

**Theories of Leadership, Administration, and  
Organizational Management**

West College of Education  
EDLE 6143 X20/DX1  
Spring 2022

**Instructor: Duana Kindle, Ed.D.**

*Professor of Practice*

E-mail: [duana.kindle@msutexas.edu](mailto:duana.kindle@msutexas.edu)

**How to Contact Me**

The best way to contact me is through email. Responses are typically provided within 24 hours, however, it could be a little longer on weekends or holidays.

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**Required Texts**

1. [Organizational Behavior in Education: Leadership and School Reform, 12th Edition](#): Robert G. Owens and Thomas C. Valesky. ISBN-13: 978-0135809334
2. [The Art of Possibility: Transforming Professional and Personal Life](#): Zander & Zander, ISBN: 9780142001103

The text book is critical to your success. Reading your required texts will be essential to your learning, your growth as a future educator, and your success. To maximize your opportunity to learn and grow intellectually one must understand that you can't grasp material in a particular text in one quick read. Reading textbooks in graduate school requires the student to reflect deeply and consistently about the content they are required to read. Be curious and ask questions of yourself and others that will support your understanding and learning!

## **Course Description**

Study of major theories of organizational development and change that provide foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. Examines the impact of positivism, subjectivism and functionalism and their critics on recent research on school organization and administration.

## **"Big Question" for Course**

Where do social justice issues fit in with theories of organization development and school administration and leadership?

Note: Our big question for this course is related to Social Justice/Equity. Maintaining a focus on this question will assist us in creating a lens that will build our capacity as leaders to not avoid OR overlook critical issues of society in our leadership efforts.

## **Dispositions**

- The candidate will develop a deeper understanding of leadership and impact on organizational outcomes.
- The candidate will gain a better understanding of their leadership strengths and opportunities for development.
- The candidate will explore and differentiate traditional and critical leadership and organizational theories and their relationship to educational leadership.
- The candidate will evaluate social and ethical issues that impact organizational leadership outcomes.
- The candidate will demonstrate an attitude that is open to instruction, new ideas, and direction.

## **Assessment**

- The candidate will demonstrate a keen awareness of leadership and organizational management styles through their ability to articulate the meaning and significance of educational leadership.
- The candidate will demonstrate their ability to analyze leadership cases and scenarios.
- The candidate will demonstrate an ability to compare and contrast theoretical assumptions and traditional organizational theories.
- The candidate will effectively construct their vision of leadership based on their core beliefs.

## **Grading Procedures**

<b>Assignment</b>	<b>Points</b>
Participation and Class Activities (PC)	20% (200)
Leadership Development Toolkit (LDT)	15% (150)
Group Presentation (GP)	15% (150)
Course Reflections/Discussions (CRD)	15% (150)
Course Quizzes (CQ)	15% (150)
Professional Reading (PR)	15% (150)
Leadership Philosophy (LP)	5% (50)

## **Attendance Policy**

Regular attendance is expected. If a class must be missed, please discuss with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

*One of the cornerstones to the WCOE Ed.D experience is the opportunity to interact with colleagues from across other campuses, districts and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy*

- 1 absence = make up required experiences/coursework with colleagues*
- 2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues*
- 3 absences = F*

*COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.*

## **Course Objectives**

The objectives of this course are aligned with the Texas Superintendent Preparation Standards and the NELP District Level Standards:

### **Domain I Leadership of the Educational Community**

**Competency 001:** The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

### **Domain II Instructional Leadership**

**Competency 006:** The superintendent knows how to advocate, promote and

sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

### **Domain III Administrative Leadership**

**Competency 008:** The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

### **Domain III Administrative Leadership**

**Competency 009:** The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

### **Domain III Administrative Leadership**

**Competency 010:** The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

## **NELP Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

## **NELP Standard 6: Operations and Management**

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

## **NELP Standard 7: Policy, Governance, and Advocacy**

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Student Handbook

**Refer to:** [Student Handbook 2021-2022](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Academic Honesty**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

### **Attendance/Participation**

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

### **Quality Requirements**

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

### **Expectations for Written Work:**

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.

- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

#### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

#### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Plagiarism Statement**

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2020-2021](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Senate Bill 11 Handgun Policy**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)