# GEORGE MASON UNIVERSITY
**Graduate Course Inventory Form**
(Prepare and forward with your course proposal to the Graduate Council)

**Local Unit:** Graduate School of Education  
Course Abbrev.: EDLE  
Full Course Title: Foundations of Education Leadership: History and Leadership

| Abbrev. Course Title (max. 24 Characters): | Fnd of Ed Ldrshp: Hst Ld |
| Credit Hours: 3 | Program of Record: Ph.D. in Education |

Submitted by: S. David Brazer  
Date: January 21, 2003

<table>
<thead>
<tr>
<th>Repeatable for Credit?</th>
<th>N=New</th>
<th>M=Modify</th>
<th>D=Delete (circle one or bold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D=Yes, not within same term</td>
<td>Up to ______ hours</td>
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<tr>
<td>T=Yes, within the same term</td>
<td>Up to ______ hours</td>
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<td>N=Cannot be repeated for credit</td>
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Activity Code: _X_ LEC - Lecture, _____ LAB.- Lab, _____ RCT - Recitation,  
_____ STU - Studio, _____ IND - Independent Study, _____ INT - Internship

Catalog Credit Format: _3_: _3_: _0_ Course Level: GF (500-600) ___ GA (700+) _X_

Grade Type: _GR_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)  

Maximum Enrollment: ___ 25 ___

Submit for **New** courses - First term to be offered: ___ 03D ___

Prerequisites: Admission to Ph.D. in Education Program  
Corequisites: EDLE 802

Catalog Description for the course proposal (35 words or less):
The first in a three-course sequence, this course emphasizes the historical foundations of U.S. education and the evolution of school, district, and state leadership. Students begin work on an analytical literature review.

Submit for **Modified or Deleted** courses as appropriate: effective:  
Last Term Offered _____ Previous Course Abbreviation _____ Previous Number _____

Description of modification:

Approval Signatures:
Dept/Prog: ___________________________ Date: __________

College Committee: ___________________________ Date: __________

Graduate Council Representative: ________________________ Date: __________
Catalog description of course:
Departmental code or prefix, number, title of course and credit hours; prerequisites; and description of course as it will appear in the catalog. Note that course descriptions are limited to approximately 35 words in the Graduate Catalog.

EDLE 801 Foundations of Education Leadership: History and Leadership (3:3:0). Prerequisites: admission to the Ph.D. in Education Program. May be taken as a corequisite with EDLE 802.

The first in a three-course sequence, this course emphasizes the historical foundations of U.S. education and the evolution of school, district, and state leadership. Students begin work on an analytical literature review.

For course modifications, describe the changes made to the course and justification for those changes:

 Approval from other units:
Please list those units outside of your own who may be affected by these changes in the course. Each of these units must approve this change prior to its being submitted to the Graduate council for approval.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit head</th>
<th>Date</th>
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Graduate Council approval: ________________________________

Graduate Council representative: ___________________________ Date: ________

Attach copy of school/college/institute course proposal form or modification memo showing approval date and background data on course.
GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
FOUNDATIONS OF EDUCATION LEADERSHIP: HISTORY AND LEADERSHIP
EDLE 801 (3 Credits)

General Syllabus

Instructor:
Phone:
Fax:
E-mail:
Office:
Website: http://blackboard.gmu.edu
Mailing Address:
George Mason University
4400 University Dr., MSN 4B3
Fairfax, VA 22030-4444

Schedule Information

Meeting Times: For off campus cohorts, the class will meet a minimum of once per week, four hours per session, for ten weeks. On campus sections will follow the more standard campus schedule. All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location:

Office Hours:

Course Description

This is the first in a three-course sequence designed to introduce students to foundations of education and issues in educational leadership. The specific emphases in this course are the history of U.S. education and the evolution of school, district, and state leadership. The general emphasis in the sequence is on students learning how to explore their research interests in the context of the larger sweep of education as a field and within leadership as a focus.

Student Outcomes

The following are basic student outcomes for the three-course sequence in Foundations of Education Leadership:

1. Students will apply various social sciences to issues in education;
2. Students will be knowledgeable about the myriad issues that impact education leadership;
3. Students will apply multiple analytical perspectives to education leadership;
4. Students will be prepared to function as education leaders in a rapidly changing social, economic, and legal environment; and
5. Students will use research literature to write literature reviews related to their chosen topics.
Interstate School Leaders Licensure Consortium (ISLLC) Standards Addressed

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>KNOWLEDGE</th>
<th>DISPOSITIONS</th>
</tr>
</thead>
</table>
| 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | The administrator has knowledge and understanding of:  
- Learning goals in a pluralistic society  
- Information sources, data collection, and data analysis strategies  
- Effective communication | The administrator believes in, values, and is committed to:  
- The educability of all  
- The inclusion of all members of the school community  
- A willingness to continuously examine one’s own assumptions, beliefs and practices. |

| 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | The administrator has knowledge and understanding of:  
- Diversity and its meaning for educational programs  
- Adult learning and professional development models  
- School cultures | The administrator believes in, values, and is committed to:  
- Student learning as the fundamental purpose of schooling  
- Professional development as an integral part of school improvement  
- The benefits that diversity brings to the school community  
- Preparing students to be contributing members of society |
<table>
<thead>
<tr>
<th>STANDARD</th>
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<th>DISPOSITIONS</th>
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<tbody>
<tr>
<td>6. A school administrator is an educational leader who promotes the</td>
<td>The administrator has knowledge and understanding of:</td>
<td>The administrator believes in, values, and is committed to:</td>
</tr>
<tr>
<td>success of all students by understanding, responding to, and influencing</td>
<td>- The principles of representative governance that undergird the system of American schools</td>
<td>- Education as a key to opportunity and social mobility</td>
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<tr>
<td>the larger political, social, economic, legal, and cultural context.</td>
<td>- The role of public education in developing and renewing a democratic society and an economically productive nation</td>
<td>- Recognizing a variety of ideas, values, and cultures</td>
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<td>- The political, social, cultural, and economic systems and processes that impact schools</td>
<td>- Using legal systems to protect student rights and improve student opportunities</td>
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<td>- Global issues and forces affecting teaching and learning</td>
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<td>- The dynamics of policy development and advocacy under our democratic political system</td>
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<td></td>
<td>- The importance of diversity and equity in a democratic society</td>
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**Course Materials**

*Required Texts*

The following are **required** readings:


Articles on e-reserve in the GMU library

*Recommended Text*
Outside-of-Class Resources

All students are expected to have access to a personal computer and the ability to use basic word processing, e-mail and Web browser programs.

Nature of Course Delivery

Students are expected to be active participants in the class and to help create a unique classroom experience for everyone involved. Brief lectures or presentations help to organize the course, but students are expected to flesh out the basic structure through their participation in classroom discussions, debates, problem solving, and/or role-playing. Large group and small group formats will be used in the classroom, and students are expected to participate in electronic discussions via Blackboard. Students will enhance course content through sharing their research in a specific topic area—at first informally and ultimately by presenting a structured literature review. Seminars will take place periodically. Students’ roles in seminars include preparing through reading a guest speaker’s assignment, engaging the guest speaker in discussion, and reflecting on the seminar experience.

Grading

Letter grades will be assigned according to the weights and grading scale listed below.

Below are the basic weights of the various kinds of work required for the class, but students should always bear in mind that grading is primarily the instructor’s judgment about performance on a particular assignment. The intent is to indicate student success in completing the assignment, not the level of effort put into it.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>30 percent</th>
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<tbody>
<tr>
<td>Research Question</td>
<td>25 percent</td>
</tr>
<tr>
<td>History of Education Application</td>
<td>30 percent</td>
</tr>
<tr>
<td>Literature Reflection</td>
<td>15 percent</td>
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</table>

The writing assignments are described in detail on assignment sheets and in individual rubrics found at the end of the syllabus. Class participation has the following components:

- Preparation for class, including completing reading assignments on time and thinking about topics to be handled or discussed.
- Listening actively and attentively to class members and to instructors.
- Making oral contributions in small and large groups—offering original ideas as well as responding to what others have said.
- Making thoughtful contributions to Blackboard discussions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100 percent</td>
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<tr>
<td>A-</td>
<td>90 – 94 percent</td>
</tr>
<tr>
<td>B+</td>
<td>85 – 89 percent</td>
</tr>
<tr>
<td>B</td>
<td>80 – 84 percent</td>
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<tr>
<td>C</td>
<td>75 – 79 percent</td>
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</table>
Course Topics

Week 1  Introductions
Overview of important trends in the history of U.S. education
Articulating a researchable question
(Library orientation, depending on experience of the group)

Week 2  Who is a leader? How do leaders behave?
Overview of state and local education trends

Week 3  State level school leadership
Analytical literature reviews—making arguments, not summarizing

Week 4  Post-Civil War education—bilingual schools, graded schools, and high schools
Urban and rural school boards
What is the historical perspective? How can it be applied?
Research question paper due

Week 5  Principals—bureaucrats, managers, politicians, and/or leaders?
Discussion: Today’s most pressing leadership needs
Research question paper returned

Week 6  The administrative progressives
Leadership at the central office

Week 7  The high school movement and differentiated curriculum
Discussion: How can school leaders respond to calls for accountability and still do what is best for students?
Historical application paper due

Week 8  Teachers as leaders
Historical application paper returned

Week 9  Civil rights
Sputnik and new calls for school quality
Changing school communities: Are students and parents leaders?
Equality of educational opportunities—emergence of interest groups
Literature reflection paper due

Week 10 Contemporary school reforms
Discussion: Can research inform practice in education?

Suggested Library Research Topics

Any of the topics listed below may be pursued for the research question paper that will lead to a formal literature review in the third course in the sequence. The list is designed to give students a head start on the major project for the course sequence. Students may combine topics, or they may pursue topics of their own creation with permission of their instructor.
National Education Trends

1. The influence of higher education on K – 12 teaching and learning
2. Policy interest groups and the national education agenda
3. Whole school reform models and their impact on the classroom and school governance
4. The national administrator shortage vs. the supply of school leaders more broadly defined
5. Non-career educators and/or non-teachers leading school districts
6. Choose a federally funded program (e.g., anything from the most recent re-authorization of ESEA) and assess its effectiveness

Local and State Education Trends

1. Home schooling—rationales, motivations, and goals
2. The purpose of public schooling in the 21st century
3. A little competition is good for you . . . or is it? Public schools and increased competition

Ethical Leadership

1. Ethical leadership in a complex and diverse society
2. The ethics foci of justice, critique, and care
3. The ethics of dilemma
4. The Public vs. the Majority in school decision-making

Education Governance and the Law

1. The impact of school choice on racial and ethnic minorities
2. Single sex education
3. Tracking
4. Past and current implications of Brown I-II v. Board of Education
5. Past and current implications of Tinker v. Des Moines
6. The “Pierce Compromise” and its implications for education governance
7. Library book selection
8. Evidence and due process
9. The development of constitutional doctrine
10. The role of alternative ideas in public schooling
11. Equality and difference: The special challenges of gender equity
12. Voucher plans, charter schools, accountability, and education quality

Who is a Leader?

1. The roles of the contemporary school leaders (pick a level, e.g., teacher, principal, superintendent, etc.)
2. Principals as leaders and followers
3. Superintendents as experts, leaders, and followers
4. Factors contributing to the life-expectancy (figuratively speaking) of a superintendent

Leadership at the Central Office

1. The impact of high-stakes testing on today’s superintendent
2. The relationships between superintendents and school boards
3. The impact of site-based management on student achievement
4. The process by which school boards hire superintendents
5. The equity effects of state accountability systems

Organizational Frameworks

1. School districts as open systems
2. Rational systems thinking vs. external influences
3. School reform models and their assumptions about how schools function as organizations
4. Explain how an organizational perspective emphasizing human relations would impact teaching, learning, and student achievement

Enhancing Education Efficiency, Equality, and Choice

1. Education as a policy variable in the pursuit of equality, efficiency, and liberty
2. Public responsibility in education
3. Equity and choice
4. Building an education profession
5. Enhancing working conditions vs. organizational dynamics
6. Equating teacher effectiveness and salary
7. “Incapable of benefiting” vs. the right to an “appropriate” education

Leadership at the School Level

1. An “effective” school leadership model
2. Relationships between assistant principals and principals—roles, rules, and negotiations
3. Teachers and site administrators as leaders and followers
4. Parents as school leaders
5. Nurturing students to be “effective” school leaders
Writing Assignments and Assessment Rubrics

RESEARCH QUESTION

25 points

This writing assignment has the following goals:

1. To give students the opportunity to practice developing a research question.
2. To help students make a strong start on their research paper to be presented, discussed, and assessed at the end of the Foundations of Education Leadership course sequence.
3. To give students and faculty the opportunity to experience one another’s writing and feedback.

To complete this writing assignment, follow the steps below:

1. Select a topic listed on the syllabus (or create your own or combine more than one) that will be the core of a structured literature review.
2. Conduct a preliminary review of the relevant literature to identify a large set of research questions in the area that interests you.
3. Figure out what kind of question(s) about this topic you wish to answer. The question you choose will become the starting point of your literature review.
4. Write a paper not to exceed six pages that explains the following:
   • The significance of the topic (Why is it important to study this?)
   • How the topic fits into a larger theme within Education
   • Why the question(s) is compelling

Your paper should be written persuasively. As with any paper, it requires a thesis that is supported, proven, or demonstrated through its course. The thesis in this case should be a statement about the importance of investigating your research question(s). You will use the literature you have found to support what you wish to say about the research question(s). The research question(s) will follow an explanation of the context of the question(s). Your paper will end with an explanation about the significance of the question(s) and how answers might inform a specific area within education.

Citations must be consistent with APA style and a full list of references must be included at the end of the paper.
## RESEARCH QUESTION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
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<th>EXCELLENT</th>
<th>FAIR</th>
<th>POOR</th>
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<tbody>
<tr>
<td>Thesis (5 points)</td>
<td>The thesis is clear, analytical, and focused on the importance of studying the research question(s). It requires demonstration through coherent arguments. The thesis appears as the last sentence of the first paragraph.</td>
<td>The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</td>
<td>The paper lacks a clear thesis.</td>
</tr>
<tr>
<td>Research Question (8 points)</td>
<td>The research question is easily understood and may be answered through standard data collection and analytical techniques. The research question does an excellent job drawing together the chosen topics.</td>
<td>The research question is difficult to understand and/or may not be answerable. It is not entirely clear how the research question draws together the chosen topics.</td>
<td>The research question is poorly conceived and impractical.</td>
</tr>
<tr>
<td>Question Support (8 points)</td>
<td>The author weaves together an explanation of the question’s background, persuasive arguments regarding the significance of the question, and the implications of answering it.</td>
<td>Significance is not persuasively demonstrated, though it is somewhat apparent. The relationships among background, questions, significance, and implications are not entirely clear.</td>
<td>The question is not well supported either in terms of its significance or its relationship to chosen topics.</td>
</tr>
<tr>
<td>Grammar, Mechanics, and APA style (4 points)</td>
<td>The paper contains few errors and is consistent with APA style.</td>
<td>The paper has several errors.</td>
<td>The paper has numerous errors.</td>
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</table>
This writing assignment has the following goals:

1. To give students the opportunity to apply a specific analytical perspective to a research area of interest to them.
2. To help students begin to think about conceptual frameworks for addressing research questions.

This paper requires students to place their chosen research topic into a historical context to enhance the reader’s understanding of the topic’s issues. It is linked to the previous paper in that it begins to inform the research question more deeply. Students are expected to:

- Use their texts and additional sources to learn about important historical trends and events that have an impact on the topic of their research questions
- Write a thesis that names two or three of the most important historical trends impacting their topic
- Write the body of the paper to demonstrate the validity of the thesis
- Conclude by re-stating the thesis and discussing weaknesses in the historical perspective and implications for further study

The paper should be written persuasively and should not exceed 10 pages. Citations must be consistent with APA style and a full list of references must be included at the end of the paper.
## HISTORY OF EDUCATION APPLICATION ASSESSMENT RUBRIC

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<th>EXCELLENT</th>
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<tr>
<td><strong>Thesis (5 points)</strong></td>
<td>The thesis is clear, analytical, and inclusive of all of the important historical influences on the topic contained in the body of the paper.</td>
<td>The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</td>
<td>The paper lacks a clear thesis.</td>
</tr>
<tr>
<td><strong>Supporting Arguments (10 points)</strong></td>
<td>All body paragraphs are linked directly to the thesis. Each paragraph follows logically from the one before. The body develops and weaves together persuasive arguments demonstrating the validity of the thesis.</td>
<td>The body of the paper contains worthwhile information, but not all of it is linked to the thesis. There may be difficulty with the logic or persuasiveness of arguments and/or with transitions.</td>
<td>The body of the paper is not analytical and/or does not demonstrate the validity of the thesis.</td>
</tr>
<tr>
<td><strong>Conclusion (10 points)</strong></td>
<td>The conclusion begins with a re-statement of the thesis that appears obvious from the body of the paper. Further implications are discussed in a manner that demonstrates broader thinking on the topic.</td>
<td>The conclusion follows logically from the body, but is not entirely persuasive. It may appear to be somewhat inconsistent with the thesis and/or it lacks a discussion of further implications.</td>
<td>The conclusion does not follow logically from the body of the paper and/or appears to be unrelated to the thesis.</td>
</tr>
<tr>
<td><strong>Grammar, Mechanics, and APA style (5 points)</strong></td>
<td>The paper contains few errors and is consistent with APA style.</td>
<td>The paper has several errors.</td>
<td>The paper has numerous errors.</td>
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LITERATURE REFLECTION

15 points

This writing assignment has the following goals:

1. To help students begin to “make sense” of the literature on a particular topic
2. To help students identify appropriate next steps in constructing a major literature review
3. To help students decide which concepts have greatest potential to inform their thinking on a particular topic

This paper requires students to be reflective about their progress on their literature reviews to date. Consequently, this paper is quite different from the previous two in its character. Rather than being strictly analytical, the paper is intended to be an opportunity for students to organize their thoughts and determine where they stand with regard to the research on their topics. Students are expected to:

- Write an introduction that draws the reader into their general perspective
- Include a thesis at the end of the introduction that states in one sentence where they stand with regard to the literature they have reviewed to date
- Elaborate on their perspectives in the body of the paper
- Write a summary that ties the main ideas of the paper together

This paper should be written in a deeply reflective manner and should not exceed five pages.
<table>
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<tr>
<th><strong>Introduction and Thesis (2 points)</strong></th>
<th><strong>EXCELLENT</strong></th>
<th><strong>FAIR</strong></th>
<th><strong>POOR</strong></th>
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<tbody>
<tr>
<td>The introduction orients the reader to the author’s perspective. The thesis structures the paper.</td>
<td>The thesis is clear and reflective in nature. The thesis makes obvious to the reader where the author intends to go in the paper.</td>
<td>The thesis is apparent, though not entirely clear. The thesis may not be sufficiently reflective.</td>
<td>The paper lacks a clear thesis.</td>
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</table>

<table>
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<tr>
<th><strong>Body Paragraphs (6 points)</strong></th>
<th><strong>EXCELLENT</strong></th>
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<tbody>
<tr>
<td>The body of the paper provides elaboration of the thesis. The paragraphs emphasize the author’s reflection on the literature for his/her topic.</td>
<td>All body paragraphs are linked directly to the thesis. Each paragraph follows logically from the one before. The body elucidates the author’s thinking about the literature studied.</td>
<td>The body of the paper contains worthwhile information, but not all of it is linked to the thesis. The progression of paragraphs may be confusing or illogical.</td>
<td>The body of the paper is not reflective and/or does not elaborate on the thesis.</td>
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<tr>
<th><strong>Summary (5 points)</strong></th>
<th><strong>EXCELLENT</strong></th>
<th><strong>FAIR</strong></th>
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<tr>
<td>The summary brings together the most important ideas in the paper to show what the author has learned through her/his reflection.</td>
<td>The summary begins with a re-statement of the thesis that appears obvious from the body of the paper. The author is reflective about appropriate next steps for the literature review.</td>
<td>The summary follows logically from the body, but does not adequately bring together all of the main ideas. It may appear to be somewhat inconsistent with the thesis.</td>
<td>The summary does not follow logically from the body of the paper and/or appears to be unrelated to the thesis.</td>
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<th><strong>Grammar and Mechanics (2 points)</strong></th>
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<th><strong>FAIR</strong></th>
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