

General information	Name, code and number of credits	Educational Administration / Təhsilin idarə olunması Course code: Not assigned 4 credits 60 academic hours
	Department	Education
	Program (bachelors, master)	Master's
	Semester	2026/2027 Fall Semester
	Subject teacher (s)	Prof. Dr. Engin Karadağ
	E-mail:	engin.karadag@khazar.org
	Phone:	-
	Lecture room	Thursday, 18:40 (online) Group: EDU II Number of students: 9
	Advice hours	By appointment (email)
Prerequisites	None	
Language of instruction	English	
Type of subject (compulsory/ elective)	Compulsory	
Resources	Required / recommended resources: - Bush, T. (2020). Theories of Educational Leadership and Management (5th ed.). SAGE. - Hoy, W. K., & Miskel, C. G. (2013). Educational Administration: Theory, Research, and Practice (9th ed.). McGraw-Hill. - Northouse, P. G. (2022). Leadership: Theory and Practice (9th ed.). SAGE. - Fullan, M. (2016). The New Meaning of Educational Change (5th ed.). Teachers College Press. - Bolman, L. G., & Deal, T. E. (2021). Reframing Organizations (7th ed.). Jossey-Bass. - OECD (2016). What Makes a School a Learning Organisation? OECD Publishing. - Selected current research articles and policy documents provided weekly.	
Course description	This course examines the foundations, theories, processes, and contemporary challenges of educational administration. It connects organizational and leadership theory with the practice of managing schools and higher education institutions. Topics include governance, organizational culture, decision-making, motivation, change, instructional leadership, human resources, ethics, equity, accountability, and evidence-informed improvement. Through case analysis and applied tasks, students develop the capacity to diagnose administrative problems and propose context-sensitive, ethically defensible solutions.	
Course objectives	By the end of the course, students will be able to: 1) Explain major theories and concepts of educational administration and leadership. 2) Analyze educational organizations as social, political, and cultural systems. 3) Evaluate leadership, governance, decision-making, and change processes. 4) Apply ethical, equitable, and evidence-informed reasoning to administrative problems. 5) Examine the management of people, resources, performance, and organizational learning. 6) Design feasible improvement strategies for schools or higher education institutions.	

Learning outcomes	After completing the course, students will be able to: - Compare classical, human-relations, systems, contingency, and critical perspectives. - Interpret organizational structure, culture, power, conflict, and micropolitics. - Diagnose authentic administrative cases using relevant theory and evidence. - Develop participatory decision-making and communication strategies. - Plan and evaluate organizational change and improvement initiatives. - Formulate ethically justified recommendations that address equity, accountability, and stakeholder needs.		
Teaching methods	Interactive lectures and presentations	✓	
	Case-based and group discussion	✓	
	Practical assignments and simulations	✓	
	Group improvement project	✓	
Assessment	Components	Date/deadline	Weight (%)
	Case analysis assignments	Weeks 2-14	5
	Active participation and preparation	Weeks 1-15	5
	Quizzes / reflection notes	Weeks 4, 6, 10, 12	5
	Group organizational improvement project	Weeks 8-13	15
	Midterm exam	Midterm period	30
	Final exam	Final examination period	40
	Total		100
Rules (Teaching policy and behaviour)	Attendance and active participation are expected in every online session. Students should complete assigned readings before class, contribute respectfully to discussion, and use evidence when evaluating administrative problems. Written and oral work must comply with academic integrity requirements: sources must be cited accurately, plagiarism is prohibited, and the use of generative AI or other digital tools must be disclosed when permitted for a task. Undisclosed or substitutional use of such tools may be treated as academic misconduct. Late work may be penalized unless an extension has been agreed in advance. Case discussions may involve sensitive institutional situations; students must protect confidentiality and avoid identifying individuals or organizations without permission. Assessment emphasizes conceptual accuracy, quality of analysis, integration of theory and evidence, ethical and equitable reasoning, feasibility of recommendations, and clarity of academic communication. In group work, responsibilities and individual contributions must be documented; peer assessment may be used to support fair grading.		
Tentative schedule			
Week	Date	Topics to be covered	Tasks/Resources
1.		Course orientation; meanings and scope of educational administration; education systems and institutional contexts	Read: Bush, ch. 1; Hoy & Miskel, ch. 1. Task: Write a brief administrative problem statement.
2.		Historical foundations: classical, scientific management, bureaucracy, and human-relations approaches	Read selected chapters. Task: Compare two theories using one educational example.
3.		Educational organizations as open systems; structure, environment, effectiveness, and contingency	Case workshop: Map an educational institution as an open system.
4.		Organizational culture and climate; trust, norms, identity, and learning organizations	Read OECD learning-organisation framework. Task: Culture and climate diagnostic.

5.		Leadership theories and practices: instructional, transformational, distributed, servant, and adaptive leadership	Read: Northouse, selected chapters. Task: Leadership case analysis.
6.		Power, authority, politics, conflict, and negotiation in educational organizations	Simulation: Stakeholder conflict and negotiation. Reflection note due.
7.		Decision-making, participation, communication, and evidence use in administration	Case exercise: Design a participatory decision process and communication plan.
Midterm			
8.		Governance, policy implementation, autonomy, and accountability in schools and higher education	Read selected national/international policy texts. Project teams define an institutional problem.
9.		Human-resource leadership: motivation, professional development, performance, well-being, and retention	Task: Develop an evidence-informed staff support strategy.
10.		Educational change and improvement: implementation, resistance, capacity, and sustainability	Read: Fullan, selected chapters. Task: Change-readiness analysis.
11.		Instructional and academic leadership; learning-centred organizations and quality enhancement	Task: Link an administrative action to teaching-and-learning outcomes.
12.		Ethics, equity, inclusion, social justice, and culturally responsive administration	Ethical dilemma workshop. Task: Justify a decision using multiple ethical perspectives.
13.		Strategic planning, resource allocation, data use, and institutional performance	Project workshop: Theory of change, indicators, risks, resources, and monitoring plan.
14.		Contemporary challenges: digital transformation, AI, crisis leadership, internationalization, and sustainability	Task: Prepare a policy brief addressing one contemporary challenge.
15.		Group project presentations; peer feedback; course synthesis and final examination preparation	Present organizational improvement project and submit the revised report.
Final exam			