EDUC 840

Issues and Trends in Educational Leadership

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
Professor’s notes*
Educ 840 Issues and Trends in Educational Leadership

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding)

1. **How would you rate the overall level of difficulty of this course?**
   Level of demand = 8
   **Comments:** This course will challenge students to think critically regarding current issues that can arise.

2. **How would you rate the level of the reading requirements in this course?**
   Level of demand = 8
   **Comments:** Students will want to keep up with their readings each week. Readings include textbook selections and web links. Writing assignments are based on text case studies.

3. **How would you rate the level of the lecture requirements in this course?**
   Level of demand = 3
   **Comments:** PowerPoint presentations as opposed to lectures.

4. **How would you rate the level of the online exam requirements in this course?**
   Level of demand = 8
   **Comments:** Students are expected to succinctly assess a situation and problem solve. Word limits on answers force concise writing.

5. **How would you rate the level of the discussion board requirements in this course?**
   Level of demand = 9
   **Comments:** The discussion boards have been heavily weighted to reflect their value and importance. They are an integral part of this class.

6. **How would you rate the level of the written paper requirements in this course?**
   Level of demand = 8
   **Comments:** Students are expected to write at a high level of analysis and problem solving.

**Additional comments:**

**Comments:** Educational leaders must remain current on issues in order to lead effectively.

<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
</table>
| 1            | Short & Greer, Chs. 1 & 2  
Friedman, pp. 3–92  
2 PPts | Homepage  
Journal Critique 1  
DB Forum 1  
Case Studies 1 & 2 | 0 | |
| 2            | Short & Greer, Chs. 3 & 4  
Friedman, pp. 93–200  
2 PPts | Journal Critique 2  
DB Forum 2  
Case Study 3 | 50 | |
| 3            | Short & Greer, Chs. 5 & 6  
Friedman, pp. 201–258  
2 PPts | Journal Critique 3  
DB Forum 3  
Case Studies 4 & 5 | 50 | |
| 4            | Friedman, pp. 261–359 | MID-TERM ASSESSMENT | 200 | |
| 5            | Short & Greer, Chs. 7 & 8  
Friedman, pp. 360–453  
1 P Pt | Journal Critique 4  
DB Forum 4  
Case Studies 6 & 7 | 50 | |
| 6            | Short & Greer, Chs. 9 & 10  
Friedman, pp. 457–504  
1 P Pt | Journal Critique 5  
DB Forum 5  
Case Studies 8 & 9 | 50 | |
| 7            | Short & Greer, Chs. 11 & 12  
Friedman, pp. 505–566  
1 P Pt | Journal Critique 6  
DB Forum 6  
Case Study 10 | 50 | |
| 8            | ______ | Personal Mission & Goals  
FINAL ASSESSMENT | 250 | |

**TOTAL** 1500

DB = discussion board  
P Pt = PowerPoint presentation
COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 840
ISSUES AND TRENDS IN EDUCATIONAL LEADERSHIP

COURSE DESCRIPTION
The study of current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.

RATIONALE
Educational leaders serve in a world impacted by many social, economical, and political factors. Thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of characteristics of leadership, which will enable the student to focus on personal growth and development.

I. PREREQUISITES
None

II. REQUIRED RESOURCE PURCHASES

Short, M. P. & Greer, T. J. (2002). Leadership in empowered schools: Themes from innovative efforts, 2nd ed. Columbus, Ohio: Merrill, Prentice-Hall.

III. ADDITIONAL MATERIALS FOR LEARNING
A. Bible, any faithful version
B. Computer with basic audio and video equipment
C. Internet access (broadband recommended)
D. Microsoft Word and PowerPoint
   (Microsoft Office is available at a special discount to LU students.)
IV. COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

A. Synthesize definitions of leadership to articulate essential qualities embodied in effective leaders in education. Examples from educational literature and the Scriptures will be addressed.

B. Analyze common characteristics of effective institutions of learning.

C. Identify common characteristics of effective leadership associated with effective institutions of learning.

D. Analyze cultural issues that currently are related to, and impacted by, educational systems and leaders.

E. Evaluate key economic, social, professional, and political factors that define educational practices today.

F. Analyze the continuum of educational leadership trends and issues from early childhood through high school, with particular emphasis on participation and involvement of all parties involved in the educational progress.

G. Develop and articulate a personal mission statement and plan for individual growth as an educational leader.

H. Evaluated crisis issues/events that educational leaders may face as well as appropriate preparation for such.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, online articles and PowerPoint presentations

B. Group Discussion Board Forums (6)

Students will participate in group discussion board forums (groups of three to four members) specifically related to the weekly readings in The World is Flat text. Most forums will be completed in two parts: each student will post two original threads and then post three replies to group members’ threads in their group of 3-4, making a total of five posts. It is important to submit several posts at the beginning so that other classmates can respond to your threads. Full credit will not be given to students who post original threads at the last minute. The threads are due on Thursday at 11.59 pm (ET) and the replies are due on Sunday at 11.59 pm (ET) of the same week.

C. Case Studies (10)

Students will critique six chapter case studies from the Leadership in Empowered Schools text giving a brief narrative highlighting the most important points of each case study and a personal response. All case studies will have a 225–250 word limit and must be completed using APA format.
D. Journal Critiques (6)

Students will evaluate and critique research articles from varying professional journals. All articles must be current (from 2000 to present) and will consist of a summary paragraph, analysis of author’s key points, and a personal response. Critiques will have a 200–250 word limit and be completed using APA format.

E. Personal Administrator Mission & Professional Goal Statements

Students will compose a personal administrator mission statement and professional goal statements that will direct one as he/she becomes a new administrator or matures into the desired administrator position. There are three parts to complete this assignment and further details will be found in the Essential Elements folder under the About Your Course area.

F. Assessments (2)

Two assessments, a midterm and a final, will be given in the 4th and the 8th week, respectively. Each is open book and will focus on the readings, discussion board forums, presentations and research related to the content of the course.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Group Discussion Board Forums (6 at 50 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>Case Studies (10 at 25 pts each)</td>
<td>250</td>
</tr>
<tr>
<td>Journal Critiques (12 at 25 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>Personal Mission &amp; Goal Statements</td>
<td>250</td>
</tr>
<tr>
<td>Mid term Assessment (Modules 1–4)</td>
<td>200</td>
</tr>
<tr>
<td>Final Assessment (Modules 5–8)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1500</td>
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B. Scale

A=1410–1500  B=1290–1409  C=1125–1289  D=1035–1124  F=Below 1034

All assignments must be successfully completed to pass the course. Students are responsible to contact the professor in the unusual event or in case of an emergency situation that precludes assignments being submitted on time.

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.