Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 644
SCHOOL LEADERSHIP IN DIVERSE SETTINGS

COURSE DESCRIPTION
This course focuses on differences in educational leadership in diverse settings to include: private, charter, and traditional public schools with a focus on urban schools, as well as alternative and online schools.

RATIONALE
The landscape of America’s schools and school climate is ever changing. So many factors create this climate of diversity in a country from history, economy, politics, location, region, as well as many others. This class will equip leaders for understanding diverse schools and the challenges often faced.

I. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy to improve teaching and learning as they relate to diverse settings.
B. Apply knowledge of leadership theory and recommended practices in diverse educational environments.
C. Demonstrate knowledge of how to provide a caring, safe, and candidate-centered learning environment as it relates to diverse populations and settings.
D. Demonstrate an ability to effectively communicate, considering varied community and cultural factors with diverse audiences (e.g., candidates, parents,
colleagues, and community members), as well as involve such groups in effective decision making.

E. Demonstrate an ability to read and understand the professional literature relevant to education leadership in diverse schools.

F. Demonstrate an understanding of the centrality of educational and administrative technology in effective school governance and the improvement of teaching and learning.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (8)

There will be 8 Discussion Board Forums throughout this course. Discussion boards are collaborative learning experiences. Therefore, the candidate is required to submit a thread in response to the provided topic for each forum. Each thread is to be 300 words and integrate course-related information and course presentations. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply should be 200 words and offer a substantive response to the central thesis of the thread.

D. Journal Article Critiques (8)

In each module/week, the candidate will submit 1 journal article critique related to leadership in diverse settings. The candidate must select articles related to the focus of his/her research for the Diverse School Proposal.

E. Case Studies (2)

The candidate will complete 2 case studies in this course. Based on each case study, the candidate will be responsible for analyzing SWOT—the strengths, weaknesses, opportunities, and threats of the case in its leadership context. Based on the SWOT analysis, the candidate will conclude with leadership recommendations for the case.

F. Diverse School Project Proposal

Part 1: The candidate will provide a brief overview of a school for which he/she would like to develop a leadership proposal. Suggestions for the type of school are a private urban school, an alternative school, a charter school, or any other diverse school settings.

Part 2: The candidate will create a proposal of a school he/she developed in Part 1. The proposal must include a mission and vision statement, program description, governance, demographics of community, budget,
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (8 at 25 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Journal Article Critiques (8 at 50 pts ea)</td>
<td>400</td>
</tr>
<tr>
<td>Case Studies (2 at 100 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Diverse School Project Proposal</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>50</td>
</tr>
<tr>
<td>Part 2</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Candidates with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to
make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**Course Schedule**

**EDUC 644**

Textbooks:

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1 | Monroe: ch. 1  
Payne: chs. 1–2  
Guggenheim: *Waiting for Superman* [DVD]  
1 presentation | Course Requirements Checklist  
Class Introductions  
DB Forum 1  
Journal Article Critique 1 | 10  
0  
25  
50 |
| 2 | Monroe: ch. 2  
Payne: ch. 3  
Guggenheim: *Waiting for Superman* [DVD]  
1 presentation | DB Forum 2  
Journal Article Critique 2 | 25  
50 |
| 3 | Monroe: ch. 3  
Payne: ch. 4  
2 presentations | DB Forum 3  
Journal Article Critique 3  
Diverse School Project Proposal: Part 1 | 25  
50  
50 |
| 4 | Monroe: ch. 4  
Payne: ch. 5  
2 presentations  
1 case study | DB Forum 4  
Journal Article Critique 4  
Case Study 1 | 25  
50  
100 |
| 5 | Monroe: chs. 5–6  
Payne: ch. 6  
2 presentations | DB Forum 5  
Journal Article Critique 5 | 25  
50 |
| 6 | Monroe: chs. 7–8  
Payne: ch. 7  
1 presentation | DB Forum 6  
Journal Article Critique 6 | 25  
50 |
| 7 | Monroe: chs. 9–10  
Payne: ch. 8  
1 presentation  
1 case study | DB Forum 7  
Journal Article Critique 7  
Case Study 2 | 25  
50  
100 |
| 8 | Monroe: chs. 11–12  
Payne: ch. 9  
1 presentation | DB Forum 8  
Journal Article Critique 8  
Diverse School Project Proposal: Part 2 | 25  
50  
150 |

**Total** 1010

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.