

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 741

THEORIES OF EDUCATIONAL LEADERSHIP

COURSE DESCRIPTION

An analysis of education/organizational leadership theories and evidence based practices with application to challenges faced by academic leaders in complex and changing contexts. Emphasis given to significance and relevance for leaders forging relationships and leading academic organizations to successfully fulfill their mission.

RATIONALE

A study of leadership styles and the resulting influence upon school personnel, community, and instructional innovation and curricular change within the system.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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 Word and PowerPoint

IV. COURSE OBJECTIVES

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

- A. Describe evidence-based characteristics of successful educational leadership and proficiently articulate these essential qualities as they relate to the changing contexts of academia.
- B. Analyze biblical models of leadership, with specific attention to Nehemiah, with regard to relevant and relational leadership which leads to organizational success.

- C. Apply a biblical worldview to the analysis of the literature reviews, readings, and research in the various levels of education.
- D. Demonstrate knowledge of the historical and philosophical influences pertaining to leadership theories and their relationship to governance, administration, and leadership in institutions learning.
- E. Apply organizational theories and models to create and lead effective higher education organizations and implement best practice in organizational improvement planning.
- F. Analyze state licensure standards and/or accreditation standards with regard to leadership office holders, integrating theoretical knowledge with practical skills necessary for advanced career positions in all levels of education.
- G. Reflect upon personal development as an educational leader.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.
- C. Group Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. The candidate will complete the corresponding readings/research and clearly discuss and reflect upon the specific prompts. The candidate will create a 200–250-word thread in response to the prompt. The candidate will then submit 100–150-word replies to 2 of his/her group members' threads. (MLO: A,F)
- D. Personal Leadership Philosophy Paper

The candidate will articulate a personal philosophy of educational leadership, focusing on the purpose of leadership. The candidate must focus on the long-range impact that leadership must have on stakeholders and on the community. In addition, the candidate must focus on the outcome of leadership rather than on methods and practices. This assignment must total 4–6 pages, use current APA format, and include a minimum of 4 references. (MLO: A,G)
- E. Leadership Journals (6)

The candidate will reflect on the reading and presentations using specified prompts. Each Leadership Journal will require the candidate to respond clearly to the prompt and provide a reflection based on the candidate's individual growth as a leader. All Leadership Journals must be 250-300 words and adhere to APA standards (including a title page, abstract, and reference page, if necessary). The candidate must cite from at least two sources including the Bible to back up his or her reflection. (MLO: B,G)

F. Improvement Plan

The candidate will develop a School Improvement Plan, District Improvement Plan, or Higher Ed Improvement Plan. This is done in 4 Parts. Detailed directions are posted on Livetext. The assignment is program/degree specific. (MLO: D, E, G)

Part 1: Vision/Needs Assessment

The candidate will select a school district's current vision/purpose statement and evaluate the statement, articulating its strengths and weaknesses. Then assuming that periodically the statement will be reviewed for revision; the candidate will describe the collaborative process and who would be involved in revising the statement. Describe the implementation process and who would be involved in the creation of the vision statement. Explain how the new or revised vision statement will be stewarded and meaningfully communicated to stakeholders.

Part 2: Goals Matrix/Narrative

The candidate will collect, interpret, and analyze school district data. The purpose of the data collection and analysis is to assess organizational effectiveness, identify district goals, and create and implement plans to achieve district goals. Outline the collaborative strategies used to analyze the data and set the goals. The candidate will explain how the 3 to 5 goals relate to the district's vision. Express how stakeholders are meaningfully involved in monitoring and evaluating district progress and in revising district plans. The candidate will describe how the results of the Needs Assessment will be communicated to all stakeholders. "Results of the Needs Assessment" refers to the 3 to 5 goals.

Part 3: Assessment/Implementation

First, the candidate will analyze how the district presently budgets for the needs that have been identified. Outline how resources will be allocated differently in the future over multiple budget years to efficiently use human, fiscal, and technological resources to manage district operations. Provide a budget. Describe the specific plan to implement the identified goals and to promote continual and sustainable school/district improvement. Pinpoint specific strategies and practices that will strengthen organizational capacity in the areas for improvement. Explain the system designed or adopted for regularly monitoring, evaluating, and revising the plan. A monitoring process is needed for each goal to measure progress/success. The process is to convey how parties will act with integrity and fairness to ensure that districts are accountable for every candidate's academic and social success

Part 4: Dispositions/Livertext Submission

The required format of this portion of the assignment includes a PowerPoint presentation. The intended audience for the presentation would be the school board or Parent-Teacher Organization. In addition to summarizing the key elements of the vision, needs assessment, goals, and improvement plan, the presentation must also convey the following: vision articulation as well as values and dispositions. Include speaker notes by clicking on “Click to Add Notes” in the white space below the slide.

These notes must reflect the words the candidate will say to the audience. The presentation slides must display key words, brief statements/quotes, charts, graphs, and visuals for the audience.

G. Research Journal Critique Paper

The candidate will evaluate and critique 2 research articles from varying professional journals, related to a similar topic. The journals can be from varying disciplines. All articles must be current (5 years or less). The paper will include a title page and have 125-150 word summary per article, followed by 125-150 words comparing and and 125-150 words contrasting. This is a total of 450-500 word. The title page and citations are NOT included in the word limit. Each journal article must be summarized and analyzed individually. In addition, the paper must include a section comparing and contrasting the two articles. (MLO A)

H. Biblical Worldview Paper

This assignment relates to the School of Education standards. Write a 3 to 4 page paper in APA format that conveys the candidate’s understanding of what is meant by a biblical worldview and a Christian philosophy of education. Also, discuss the implications of these principles in their application to educational practice. Page length requirement begins with the introductory paragraph and ends with the conclusion; it includes neither the title page nor the reference page. An abstract is not required. In addition to the Bible, cite a minimum of four references that represent the body of literature supporting and explaining biblical worldview and Christian philosophy of education. No more than 15% of the paper is to include direct quotes; therefore, the candidate must do much more summarizing and paraphrasing than quoting. Citations are required both for direct quotes and for summarized ideas drawn from references. (MLO: B, C)

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Group Discussion Board Forums (5 at 50 pts ea)	250
Personal Leadership Philosophy Paper	100
Research Journal Critique Paper	50
Improvement Plan (4 parts at 50 pts ea)	200
Leadership Journals (6 at 50 pts ea)	300
Biblical Worldview Paper	100

Total 1010**B. Scale**

A = 960–1010 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 0–729

C. Disability Assistance

Students 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 741

Textbook: Kouzes & Posner, *The Leadership Challenge* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Kouzes & Posner: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions Group DB Forum 1	10 0 50
2	Kouzes & Posner: chs. 3–4 Bible Readings 2 presentations	Personal Leadership Philosophy Paper Leadership Journal 1	100 50
3	Kouzes & Posner: chs. 5–6 Bible Readings 2 presentations	Group DB Forum 2 Improvement Plan Part 1: Vision/Needs Assessment Leadership Journal 2	50 50 50
4	Kouzes & Posner: chs. 7–8 Bible Readings 1 presentation	Group DB Forum 3 Improvement Plan Part 2: Goals Matrix/Narrative Leadership Journal 3	50 50 50
5	Kouzes & Posner: chs. 9–10 Bible Readings 1 presentation	Group DB Forum 4 Improvement Plan Part 3: Assessment/Implementation Leadership Journal 4	50 50 50
6	2 presentations	Biblical Worldview Paper Research Journal Critique Paper	100 50
7	Kouzes & Posner: chs. 11–12 Bible Readings 1 presentation	Group DB Forum 5 Improvement Plan Part 4: Dispositions/Livertext Submission Leadership Journal 5	50 50 50
8	Kouzes & Posner: ch. 13 Bible Readings 1 presentation	Leadership Journal 6	50
TOTAL			1010

DB = Discussion Board

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