EDUC 645

Foundations for Educational Leaders

*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*

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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 = 10
Comments: An application of Biblical principles to Leadership Theory presents two approaches; spiritual leadership and secular leadership.

2. How would you rate the level of the reading requirements in this course?
Level of demand = 10
Comments: Three major books are required, two in-depth book critiques

3. How would you rate the level of the lecture requirements in this course?
Level of demand = 10
Comments: This is a resident course and lecture is primary. However, the lecture is for stimulation of class discussions.

4. How would you rate the level of the online exam requirements in this course?
Level of demand = NA
Comments: NA

5. How would you rate the level of the discussion board requirements in this course?
Level of demand = NA
Comments: NA Pre-campus reading and material gathering is the DB for this class.

6. How would you rate the level of the written paper requirements in this course?
Level of demand = 10
Comments: Three papers are required; A detailed book critique, a comparison of managerial and leadership contrasts, and a Vision Sharing Activity.

Additional comments: 10

Comments: I wish every potential leadership student could take this course.
# Foundations for Educational Leaders

**COURSE CHART**

**EDUC 645**

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**Textbooks:**
- **Blackaby, Henry and Rickard. _Spiritual Leadership._**
  Broadman and Holman Publishers, 2001
  ISBN 0 8054 1845 8 (hb)
- **Stanley, Andy. _The Next Generation Leader._**
  1-59052-046-7 HARDBACK
- **Edwards, Gene, _A Tale Of Three Kings._**
  ISBN 0 8423 6908 2

- **The Holy Bible, Computer Loaded version (preferred)**

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<table>
<thead>
<tr>
<th>WEEKS</th>
<th>READING ASSIGNMENT</th>
<th>LEARNING ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>Week 3 before Campus</td>
<td>Retrieve all books</td>
<td>Follow the guidelines for reading and critiquing A Tale of Three Kings.</td>
</tr>
<tr>
<td></td>
<td>Post your Personal Profile Page</td>
<td>Have your PPT discussion points ready for Monday Morning of Campus Intensive</td>
</tr>
<tr>
<td></td>
<td>Keep the information profession based, experience based.</td>
<td>Complete the Word Critique Response ready for submission after the discussion on Monday morning.</td>
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<tr>
<td></td>
<td></td>
<td>Just getting to know the class.</td>
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<tr>
<td></td>
<td></td>
<td>Read through your classmates’ Profile Page</td>
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</table>
### Week 2 before Campus

Gather at least one job description for the Leader’s Position you aspire to have. (ie. principal, director, central office, counselor, Dean, etc.) This can be a long term dream position or a near future reality. The point being, what do you want to be as a result of this degree? Get a copy of that job description.

Bring these to class for discussion points.

See Tuesday Morning Outline

### Reading before Campus Intensive

Read Blackaby’s Book, Spiritual Leadership. Note/Journal structure is acceptable. Does not need to be formal writing but should be enough to aide you in discussing specific points.

**Chapter 1** - React to each item on page 15. Be ready to discuss.
**Chapter 2** - Read the Bible verses listed on page 30 - Summarize into a content-concept paragraph.
**Chapter 3** - Why is the life of Joseph (Genesis) so irritating? Get real with your thoughts.
Read each item on page 54-55 and each verse listed on page 55 and make a logical concluding statement of their connections.

**Chapter 4** - Vision is the most overlooked aspect of good leadership. Read the verses on page 85 and connect each one to the concept of being a visionary leadership.
**Chapter 5** - Character is the missing ingredient in most of our Nation’s leaders. Consider each item on pages 117-118 and explain why the Bible verses on 118 are so appropriate for this leadership study.
**Chapter 6** - Explain why God is as concerned with the “why” things are done as “what” things are done. Connect this statement to the verses on page 146. Consider Reading Outline. Have ready for each Chapter when discussed in class.
<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>React to only the items on page 177. Explain why the author chose these verses to highlight or parallel these items.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 8</td>
<td>Pick any five (5) items on page 198-199 and explain how you will keep from falling into that trap. How do the verses listed on page 199 relate the fact that leaders can be greatly deceived?</td>
<td></td>
</tr>
<tr>
<td>Chapter 9</td>
<td>How do we manage our time? Why are we so easily confused on time demands. What mechanism do you have in place to keep your time from being devoured by the schedule monsters? Read the verses on page 229 and relate to time.</td>
<td></td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Pride, pride, and more pride. What is the big deal with pride? “I’m good and I know Jesus, so why can’t I be prideful about it?” Read the verses on page 263 and answer these questions.</td>
<td></td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Do the verses on page 288 help with any summary thoughts?</td>
<td></td>
</tr>
</tbody>
</table>


**INTENSIVE SCHEDULE**

**ACTIVITIES, THOUGHTS, OR READINGS**

**Monday Morning**

Wal-mart Training Video. Which one rings your bell and why.

Model Development-You will be divided into groups of four or five.

Which one rings your bell and why.

Review Liberty’s Graduate Conceptual Model and Defining Points. This is a program model and not a leadership
You are to be ready for open discussion on the use of Models for building Effective and Efficient Leadership.

**Chapter 1 Power Point**
**Chapter 2 Power Point**

**Monday Afternoon**

“Taking Care of Business #1 Discussion Points

**Chapter 3-Power Point**
**Chapter 4-Power Point**

Free time for Model Building-Collaboration with your group.

**SPIRITUAL LEADERSHIP: A NEW MODEL**
BY Emily J. Wolf

Reading Points for Discussion

Watch the DVD
Complete the outline

Reading Points for Discussion

Models emerging

**Tuesday Morning**

“Taking Care of Business #2 Discussion Points

**Chapter 5-Power Point**
**Chapter 6-Power Point**

Defining Leadership/Manager-ship
Designing a Job Description that fits both.

**Tuesday Afternoon**

Complete DVD Outline
Model Encouragement

Using your Job Description to understand the job.

**Reading Points for Discussion**

Leaders and Managers
<table>
<thead>
<tr>
<th>Wednesday Morning</th>
<th>Discussion Outline #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking Care of Business #3</td>
<td>Being a Visionary – Interview</td>
</tr>
<tr>
<td>Chapter 7-Power Point</td>
<td>Reporting Time</td>
</tr>
<tr>
<td>Chapter 8-Power Point</td>
<td>Model Building-Beginning the Final Draft – Writing the Narration-Do Your Research</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday Afternoon</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Thursday Morning</th>
<th>Complete the Outline for #4</th>
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</thead>
<tbody>
<tr>
<td>Taking Care of Business #4</td>
<td>Discussion of Reading Points</td>
</tr>
<tr>
<td>Chapter 9-Power Point</td>
<td></td>
</tr>
<tr>
<td>Chapter 10-Power Point</td>
<td></td>
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<tr>
<td>Readings for Thursday Afternoon</td>
<td></td>
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<tr>
<td>What is the point?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday All Day</th>
<th>Presentation of Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Thoughts</td>
<td>Only a Firm Foundation and a Visible Model will keep you straight.</td>
</tr>
<tr>
<td>Are You a King Saul, A King David, or a King Absalom?</td>
<td></td>
</tr>
</tbody>
</table>
How do you know and how will you know when you change from one to the other?
COURSE SYLLABUS

COURSE NUMBER       EDUC 645
COURSE TITLE         FOUNDATIONS FOR EDUCATIONAL LEADERS

Attention: Attendance for the full five days is required for passing your course. The class is scheduled to meet Monday – Friday from 8:00 am – 4:30 pm. Tardiness will result in loss of grade points.

COURSE DESCRIPTION
Philosophy, precepts, principles, and roles of Christian Leadership in the educational setting are a growing concern among Christian leaders. Self-investigation and analysis of leadership skills, strengths, and styles will be conducted.

INTRODUCTION STATEMENT
To reach your full potential for leadership skills, administrative ability, and management attitude you must be willing to go beyond secular applications and research and consider what effective and efficient leadership is in light of Christian Principles and Values. If you are willing to raise your leadership potential, you must be willing to consider what God has called leaders to be and not what the world is clamoring leaders to become. It is imperative that Christian Leaders know and understand the difference.

A critical review and examination of contemporary leadership, management, and administration practices in light of Biblically based models, characters, and criteria for Christian leadership. This course is designed to be highly interactive in the exploration of leadership models, theories, and practices and how they apply to Christian leadership skills, abilities, and attitudes.

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Philosophy, precepts, principles, and roles of Christian Leadership in the educational setting are a growing concern among Christian leaders. Self-investigation and analysis of leadership skills, strengths, and styles will be conducted.

A critical review and examination of contemporary leadership, management, and administration practices in light of biblically based models, characters, and criteria for Christian leadership. This course is designed to be highly interactive in the exploration of leadership models, theories, and practices and how they apply to Christian leadership skills, abilities, and attitudes.

CLASS DRESS FOR SUMMER INTENSIVES
You will be expected to dress as any educational professional would dress for a university graduate level class. Pants, shoes, and dresses are appropriate for this environment. Sandals are appropriate but the “flip-flops” are for the beach. Don’t mix the two environments. Dress as you would for the role you have in education.

**Prerequisites**

Students must be accepted into the Graduate Education Program of Liberty University.

**Materials for Learning**—All Text and Non-text assignments, documents, and related materials are to be loaded onto your lap-top and brought to class on Monday Morning. There will be no acceptations.

Textbooks:

**Blackaby, Henry and Rickard, Spiritual Leadership,**
Broadan and Holman Publishers, 2001
ISBN 0 8054 1845 8 (HB)

**Stanley, Andy, The Next Generation Leader,**
1-59052-046-7 HARDBACK

**Edwards, Gene, A Tale Of Three Kings,**
ISBN 0 8423 6908 2

**The Holy Bible, Computer Loaded Version (Preferred)**

*College LiveText edu solutions.* Student Membership

Note: LiveText is required for all EDUC courses effective Spring 2007 Students will purchase ONE TIME.

Optional: Students may upgrade to include united streaming video library [ISBN 0-9718331-7-6]

A. Research Materials As Assigned
B. Power Point slides from Professor which are loaded in Course Content
C. All Pre-Campus Assignments-Assigned Prior to Campus Visit

**Course Objectives** Critical qualities for the professional administrator are incorporated into this course. Every effort has been made to parallel these objectives with those of ISSLC, NCATE, and SREB Modules. These learned societies have given educational expectations that when properly applied, in the development of school leaders, will create an improved learning environment for students and an improved working environment for instructors. EDU 645 has been constructed to meet indicators and standards from learned societies while maintaining our Christian integrity to the Bible, our foundational standard.

As a student involved in this discovery process, you will be able to:

1) Analyze the concept “secular based leadership, management, and administration are similar in theory but far different in application than biblically based leadership, management, and administration”.

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2) Define the similarities and explored differences in leadership and management, secular and spiritual leadership. Each area will assist you in understanding your role and position as a Christian leader, whether in a private Christian school or a public secular school. (ISSLC Standard #4-Knowledge, Disposition, Performances, Biblical Standard #9)

3) Formulate your Biblically based philosophy of personnel management, institutional organization and administration, and a visionary leadership concept. (ISSLC Standard #3-Knowledge, Disposition, Performance, Biblical Standard #7)

4) Analyze, develop, compare, and contrast contemporary leadership models with biblically based characters and characteristics. Use these as examples in defining what spiritual leadership, management, and administration should be and should not be. (ISSLC Standard #1-Knowledge, Dispositions, Performance, Biblical Standard #1, #4)

5) Evaluate differing philosophies of leadership, management, and administration as they apply to the formation and organization of all educational institutions involved in student learning. (ISSLC Standard #2-Disposition, Performance, Biblical Standard #)

6) Identify appropriate spiritual leadership styles and philosophies and define ways these can be applied to your administrative style, leading to a more effective instructional institution. (ISSLC Standard #2-Knowledge, Disposition, Performance)

7) Define, in a working, applicable model, your definition of servant leadership, biblical administration, and Christian team management, each bringing you to focus your attention and energies on the instructional environment and the student. (ISSLC Standards1, 2, 3, 4, 5, and 6, Biblical Standards #9, #1, #6)

8) Compare Management and Leadership with current philosophies of each and how Job Descriptions are developed and why.

Mission Statement and Profession Goals Paper. Complete your review of Andy Stanley’s book, “The Next Generation Leader” and Dr. Henry Blackaby’s, “Spiritual Leadership”. Develop a personal leadership statement and professional goals list which will lead you to be the leader in the position God has called you into or is calling you into. This is very specific for you and should not be a generic review of the literature only but a true statement of what and who you will be as an educational leader.

The Benchmark assignment for Foundations for Educational Leaders
EDU 645

The Benchmark assignment for Foundations for Educational Leaders is your Leadership Model. It is the activity upon which the course experiences and its application should be based. The Leadership Model provides you a base to demonstrate your understanding of leadership,
vision, instructional application, and provides you an opportunity to express your understanding of the conceptual base for leadership within your organization.

Full credit will require referencing of all support materials and individually selected materials that support and defend your Model. The required format of this Assignment is Power Point. It allows easiest flow of material and presentation format.

**GRADING PHILOSOPHY FOR EDU 645-Leadership Model-Tweaking Still Underway**

The model must be in two parts; A narrative, addressing each part and a Power Point Presentation that presents the visual of the narrative. You must reference every aspect of this Outline Format; the written format will follow:

**Part A** ----Personal Leadership Purpose Statement; the leader you are and the leader you strive to be; this will be fine tuned after reading Stanley’s text and Edward’s text.

**Part B** ----How will your model improve the instructional environment for those you lead, and thus improve learning outcomes in students within your leadership focus? You must connect the Leadership model developed to the learning environment and student achievement.

**Part C** ----Goal Statements that will direct you and keep you on track. This is a set of Leadership Goals that will direct your path through the next five (5) years.

**Part D** ----Statement of the Christian Leader you desire to be in your institution. (A Complete Profile) What does it mean to be a Christian Leader?

Expound on the concept of Servant Leader.

**Part E** ----Does the description present your new insights, skills, wisdom, and knowledge about Leadership gained from EDU 645; does it reflect your understand of relationship between leadership, follow-ship and student learning-cliental improvement;

**Part F** ----The Model must be of such quality allowing it to be a framed illustration on a wall of your office describing who you are as a leader? You must identify the one slide that represents the model that speaks to the whole of your leadership model.

**Part G** ----The Model must be based on the Standards of the Professional Group you represent. Examples would be the Standards for Reading Specialist, Counselors, Administrators, and Special Education Specialists. Consult your State for specific Standards.

**Part H** ----A digital picture must be taken of you and your enlarged model, showing how this will be presented in your office, classroom, work area. Submit this with final project.

**My grading position is:**

**FOR EDU 645-Leadership Model**

The model must be in two parts; A narrative, addressing each part and a Power Point Presentation that presents the visual of the narrative. You must reference every aspect of this Outline Format; the written format will follow:

My grading position is:

1) Do you show the developmental process for this model? 
   - YES 
   - NO

2) Is this Model personal, showing a personal investment? 
   - YES 
   - NO

3) Are all parts of the Model thoroughly explained? 
   - YES 
   - NO
4) Do you cover all areas required in the definition of the Leadership Model? | YES | NO  
4) Does the Model represent a view of Leadership for both a spirit-based and secular-based institution? | YES | NO  
5) Do you demonstrate a thorough understanding of the best practice 21st Century Leadership? | YES | NO  
6) Are you complete and convincing in your presentation? | YES | NO  
8) Was the presentation active, and was it based on Standards which govern your job responsibilities? | YES | NO  
9) Is the Model of suitable quality for a visual representation of Leadership for the 21st Century? | YES | NO