LIBERTY
U N I V E R S I T Y.
Online

EDUC 645
FOUNDATIONS FOR EDUCATIONAL LEADERS

COURSE DESCRIPTION

A study in the philosophy, precepts, and principles of education applied to Christian leadership in the educational setting. Emphasis is placed on self-investigation and analysis of leadership skills, strengths, and styles.

RATIONALE

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.

I.   PREREQUISITES

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

II.   REQUIRED MATERIALS LIST

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

A.   *Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda*. Nashville, TN: B & H Publishing Group.
ISBN: 9781433669187

B.   Edwards, G. (1992). *A tale of three kings: A study in brokenness*. Newnan, GA: Christian Books Publishing House.
ISBN: 9780842369084

C.   *Northouse, P. G. (2014). *Introduction to leadership: Concepts and practice* (3rd ed.). Thousand Oaks, CA: Sage.
ISBN: 978-1452259666

D.   American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
ISBN: 9781433805615

E.   www.LiveText.com membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for licensure students in the Education program.

*STUDENTS ARE REQUIRED TO PURCHASE COPIES OF CURRENT EDITIONS AS OUTLINED IN THE SYLLABUS. POINT DEDUCTIONS (UP TO 5%) MAY BE ASSIGNED FOR USE OF OLD EDITIONS.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

ADDITIONAL MATERIALS FOR LEARNING

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Microsoft Word and PowerPoint
        (Microsoft Office is available at a special discount to LU students.)

III.   MEASURABLE LEARNING OUTCOMES

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

A.   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." (ISSLC Standard #5-Knowledge, Performances)

B.   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)

C.   Formulate your biblically based philosophy of personnel management, institutional organization and administration, and a visionary leadership concept. (ISSLC Standard #3-Knoweldge, Disposition, Performance)

D.   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)

E.   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)

F.   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)

G.   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 Standards 1, 2, 3, 4, 5, and 6)

VDOE Competencies Met in this Course for School Administrators:

1.a.8   Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

1.b.2   Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans.

1.e.1 Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior.

1.e.2 Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all.

1.e.3 Reflective understanding of theories of leadership and their application to decision-making in the school setting.

1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.

1.e.5 Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

1.f.2 Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations.

IV.   COURSE REQUIREMENTS AND ASSIGNMENTS

PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.

A.   Textbook readings

All textbooks must be read as assigned in the course schedule.

B.   Discussion Board Forums (#3): In this course, you will participate in three Discussion Board forums. The instructions and a grading rubric are posted in Blackboard. Please make sure to follow proper APA format. "Individual Perspectives" is due midnight Sunday, three weeks prior to our first class meeting. "Leadership At Its Best" is due midnight Sunday, two weeks prior to our first class meeting. Discussion Board Forum "Leadership At Its Worst" is due midnight Sunday, one week prior to our first class meeting.

C.   Class Participation – In this course, active participation by all students in all activities is required. Participation will be assessed by the instructor during group activities and classroom discussions. Participation also includes completing the dispositions assessment in Livetext at the end of the course. Students failing to arrive to class on time and return promptly from breaks or failing to actively engage may lose up to 50 points from their overall grade at the discretion of the instructor.

D.   Christian Leadership Perspectives Book Critique: The course texts include two from a distinctly Christian perspective. The books, *Spiritual Leadership* and *A Tale of Three Kings*, are very different in their approaches to Christian leadership and followership. Read the *Spiritual Leadership* text first. Then, as you read the Edwards book, pay close attention to the characters of Saul, David, and Absalom and how they reflect favorably or fall short of the principles espoused by the Blackabys. Write a 5-6 page paper (excluding title and reference pages) briefly summarizing, but primarily analyzing each character's leadership skills. The paper must be guided by four separate major headings identifying each of the

three characters (Saul, David, and Absalom) and a personal application section. Within each section there should be two components: summary and analysis. Start with a brief summary (single paragraph) of the character. Second, your analysis (1-1½ pages) requires an original, detailed critique and examination of the various elements of leadership displayed by each character in light of the principles articulated in Blackabys' text. Do not merely summarize what is obvious from the texts. Thoughtful analysis requires your unique insight, interpretation, and commentary. You are required to incorporate and properly cite principles from at least six different chapters the *Spiritual Leadership* text. Identify each chapter parenthetically (e.g., Chapter 3) within the text of your paper. Your analysis should be accompanied with a critique and conclusions. Third, you are also required to apply (1-1½ pages) what you have learned from reading these books by reflecting on your own leadership strengths and weaknesses in light of each of the three character to your specific leadership context. In other words, compare and contrast your attitudes and actions to those of Saul, David, and Absalom. Detailed instructions and a grading rubric are posted in Blackboard. Please make sure to follow proper APA format. This assignment is due midnight Sunday one week prior to our first class meeting.

E.   "Being a Visionary" Interview: Interview an individual in a current position of leadership whom you admire. This can be somebody within your school organization, business, or church ministry. It cannot be a person related to you. Use the "Being a Visionary Interview" guideline question areas for this interview. Reflect and write a 4-5 page summary and analysis paper highlighting specific points of interest and any words of wisdom or advice which was shared that will most likely have a lasting impact on you in your leadership role. Avoid merely summarizing the interview by engaging in an analysis of interview with concepts learned from the course texts. Detailed instructions and a grading rubric are posted in Blackboard. Please make sure to follow proper APA format. This assignment is due midnight Sunday prior to our first class meeting.

F.   Andy Stanley "Taking Care of Business" Study Questions: You will complete a summary and personal reflection after viewing in class each of the sections included in Andy Stanley's DVD series - Taking Care of Business. This will be completed during class as you watch each video section. Detailed instructions and a grading rubric are posted in Blackboard. This assignment is due the first Sunday after the final class meeting.

G.   Leadership Model and Presentation: This assignment is presented through a Power Point presentation that your group will develop and present on the final day of class. It is the activity upon which the course experiences and its application must 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. Detailed instructions and a grading rubric are posted in Blackboard. Please make sure to follow proper APA format. This assignment is due to be posted Thursday evening in LiveText and Blackboard prior the final class meeting.

H. Theory to Practice Exam: This assessment is due the final day of class. It is an open-book, open-note assessment of your ability to demonstrate scholarly and practical knowledge of leadership standards and how to effectively apply them. The assessment should be worked on throughout the pre-course and classroom time periods. This assignment will be completed in Livetext.

I. Philosophy of Leadership Final Assessment: This assignment is the Benchmark assignment for this course and will allow you to discuss your personal philosophy of spiritual and secular in the educational setting. Emphasis is placed on leadership styles, relationships and diversity within your self-investigation and analysis of leadership skills, strengths, and styles. Detailed instructions and a grading rubric are posted in Blackboard. Please make sure to follow proper APA format. This assignment is due to be posted in LiveText and Blackboard on the second Sunday after the final class meeting.

V. COURSE GRADING AND POLICIES

A. Points

Discussion Board Forums (3 at 50 pts ea)	150
Class Participation	50
Christian Leadership Perspectives Book Critique	150
"Being a Visionary" Interview	150
Andy Stanley – Taking Care of Business	50
Leadership Model	100
Presentation	50
Theory to Practice Exam	100
Philosophy of Leadership Final Assessment	200
Total	1000

B. Scale
A = 960–1000 B+ = 920–939 C+ = 850–869 D+ = 780–799 F = 0–729
A- = 940–959 B = 890–919   C = 820–849   D = 750–799
            B- = 870–889 C- = 800–819 D- = 730–749

C. Additional Policies

Late Assignment Policy: The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

• Assignments submitted after the due date will receive a 10% deduction.

• Assignments submitted more than one week late will receive a 20% deduction.

• Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

• Due to the nature of Discussion Board assignments, they will not be accepted late.

Classroom Policies: The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

Academic Misconduct: Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

Dress Code (applies to classes meeting on campus): Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

Drop/Add Policy: Consult the Graduate Catalog for drop/add policies.

D. Disability Assistance

Students with a documented disability may contact LU Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

VI. ATTENDANCE POLICIES

Attendance Policy: Attendance for the entirety of ALL five days is required for passing the course. Classes meet Fridays from 8:30 a.m. – 4:30 p.m., Monday through Friday. Regular and punctual attendance is expected; do not be tardy in the afternoons or in the mornings or returning from breaks.

Because this class is taught in an online and residence format, in order to learn and interact with others face-to-face, participation is required. Various class activities will involve peer interaction, group work, group presentations, etc. Participation and discussion are required.

Lack of participation and effort or inappropriate interactions with others may result in a grade reduction or failure from the course. This includes working on class projects during discussion and lecture time. At no time should you be working on your final assessment.

VII. CALENDAR

See Course Schedule posted in Blackboard.

VIII. BIBLIOGRAPHY

The Arbinger Institute. (2010). *Leadership and self-deception: Getting out of the box*. San Francisco, CA: BK Life Book.

Barna, G. (1992). *The power of vision: How you can capture and apply God's vision for your ministry*. Ventura, CA: Regal Books.

Belasco, J. A. (1990). *Teaching the elephant to dance: The manager's guide to empowering change*. New York, NY: Crown.

Chemers, M. M. (1997). *An integrative theory of leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.

Ciulla, J. B. (Ed.). *Ethics, the heart of leadership* (2nd ed.). Westport, CT: Praeger.

Clinton, J. R. (1988). *The making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs, CO: NavPress.

Coley, K. S. (2006). *The helmsman: Leading with courage and wisdom*. Colorado Springs, CO: Purposeful Design.

De Pree, M. (1989). *Leadership is an art*. New York, NY: Doubleday.

Egeler, D. (2003). *Mentoring millennials: Shaping the next generation*. Colorado Springs, CO: NavPress.

Finzel, H. (1998). *Empowered leaders: The ten principles of Christian leadership*. Nashville, TN: W Publishing Group.

Jones, L. B. (1995). *Jesus CEO: Using ancient wisdom for visionary leadership*. New York, NY: Hyperion.

Marshall, C., & Olivia, M. (Eds). (2010). *Leadership for social justice* (2nd ed.). Boston, MA: Allyn & Bacon.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson.

Maxwell, J. C. (1998). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Nashville, TN: Thomas Nelson Publishers.

Maxwell, J. C. (2000). *The 21 most powerful minutes in a leader's day: Revitalize your spirit and empower your leadership*. Nashville, TN: Thomas Nelson.

McNeal, R. (2000). *A work of the heart: Understanding how God shapes spiritual leaders*. San Francisco, CA: Jossey-Bass.

Miller, S. (2003). *C. H. Spurgeon on leadership*. Chicago, IL: Moody.

Nair, K. (1997). *A higher standard of leadership: Lessons from the life of Gandhi*. San Francisco, CA: Berrett-Koehler.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency Doubleday.

Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.

Stanley, A. (2003). *The next generation leader: Five essentials for those who will shape the future*. Colorado Springs, CO: Multnomah Books.

Wiseman, L., & McKeown, G. (2010). *Multipliers: How the best leaders make everyone smarter*. New York, NY: HarperCollins.

Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.