

## ***SAMPLE COURSE SYLLABUS***

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### **GRADUATE SCHOOL OF EDUCATION**

#### **EDUC 741 THEORIES OF LEADERSHIP**

#### **COURSE DESCRIPTION**

A study of leadership styles and the resulting influence upon school personnel, community, and instructional innovation and curricular change within the system. This is a required residential course.

#### **RATIONALE**

Leadership style is the pattern of behavior used by a leader to influence individuals and group members to make decisions that will facilitate change within an organization. Because educational leaders function in complex and often ambiguous environments they must understand not only what moves an organization toward excellence, but also how their leadership style and characteristics determine the degree to which the organization realizes its defined mission. This course will provide educational leaders with the knowledge base they need to effectively understand their educational setting and how they can function as change agents within that setting.

#### **I. PREREQUISITES**

Admission to the Ed.D program

#### **II. REQUIRED RESOURCE PURCHASES**

#### **PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.**

Schultz, G. (2003). *Kingdom education: God's plan for educating future generations*. Nashville, TN: LifeWay Press. (ISBN 0-6330-9130-8)

Kouzes, J. M., & Posner, B. Z. (2012) *The leadership challenge* (5<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass Inc. (ISBN-13: 9780470651728)

A personal Bible (the version of your choice)

LiveText Account

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word  
(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. Define and describe the characteristics of leadership and proficiently articulate the essential qualities embodied in effective educational leadership.
- B. Develop a thorough understanding of the biblical model of education and the role of the leader in that model.
- C. Examine leadership style and determine its effect on the school and the school community.
- D. Analyze personal leadership style and determine its effect on the school and the school culture.
- E. Synthesize biblical models of leadership with regard to characteristics and impact on individuals and groups.
- F. Develop the knowledge and skills necessary to understand how organizations work to insure that effective leadership takes place.
- G. Articulate the role of the leader in the educational change process.
- H. Analyze state licensure standards for leadership in respect to student's state.
- I. Reflect upon personal development as an educational leader.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

**PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.**

- A. A Bible (version of your choice) should be brought to class daily
- B. All assigned work must be completed and submitted on time to receive credit for the course. Written work **must strictly** adhere to APA #6 standards.
- C. All members of the class are expected to participate in group and/or individual oral presentations.
- D. Pre-Assignments: Pre assignments are due **prior** to the beginning of Class via BlackBoard. It is not possible to attend class if all pre-assignments have not been posted.
  1. Textbook Paper: Following reading the two texts, write a 3 page paper *for each text* that includes the following **3 sections: overview and summary** of author's key points, **personal response**, and **application** to you as an educational leader. All papers must meticulously follow APA guidelines. However, when you are discussing your personal response and application, it is appropriate to use personal pronouns. Include a title page and reference page.
  2. Introductory PowerPoint: Prepare a **5 minute PowerPoint** that introduces you to the class. This is a professional presentation which is given the first weekend of class. Your PowerPoint should include professional and personal information about yourself as you deem appropriate to share with the class. You will be timed. Prezis are not PowerPoint presentations.
- E. Journal Critique
 

Students will evaluate and critique one **research** article from varying professional journals. The journals can be from varying disciplines. All articles must be current

(five years or less.) Paper will include a title page and have a 225-250 word limit. Title page and citations are NOT included in the word limit. Journal critiques consist of a summary paragraph, analysis of author’s key points, and a personal response. (3 paragraphs total as each required section noted above is one paragraph in length) Topics selected must relate to a specific aspect of leadership. Due prior to beginning of second day/weekend class.

F. School Improvement Plan (SIP)

In groups, students develop a School Improvement Plan. Detailed directions are posted on Livetext. Plans are presented the last day/weekend of class.

G. Dispositions Assessment

This reflective assignment requires the student to summarize dispositions demonstrated throughout this class. This assignment is completed in class the last day/weekend.

H. Philosophy Paper Post Assessment

This assignment relates to School of Education Standards. Details for this assignment are posted in Livetext and will be discussed in class. Due date will be posted.

I. Discussion Board

Each student will read, analyze and discuss the licensure requirements for the state of their choice. This assignment will be completed in class.

J. Class Participation

Each student is responsible to be to all class sessions on time, show respect, and actively participate in class.

**VI. COURSE GRADING AND POLICIES**

A. Points

Textbook Summary Papers (2x75)	150
Introductory PowerPoint	50
Journal Critique	50
Discussion Board	50
School Improvement Plan	350
Written Reflective Assessment	100
Class Participation	50
Philosophy Paper Post Assessment	200
<b>Total</b>	<b>1000</b>

B. Scale

A = 960–1000 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 = 729 and below

C. Late Assignment Policy

**Intensives are quite different than on-line classes. Because of this, late work is not accepted. Pre-assignments must be submitted to attend class.**

D. Classroom Policies

1. **Attendance at all class sessions is required to receive credit for the course.**
2. Students are expected to come to class dressed in a manner consistent with The Liberty Way. Candidates are expected to dress professionally for all class functions. Ladies: Dress casual Men: Dress casual. Denim is not dress casual.

E. Disability Assistance

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