

**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***

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### **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. 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. Blackboard [recommended browsers](#)
- D. 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 (4)

There will be 4 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 400 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 250 words and offer a substantive response to the central thesis of the thread. (MLO: A,B,C,D,E)

- D. Journal Article Critiques (4)

The candidate will submit 1 journal article critique related to leadership in diverse settings that reviews at least two articles that relate to the same topic. The candidate must select articles related to the focus of his/her research for the Diverse School Proposal. (MLO: A,B,E)

- 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. (MLO: A,B,C,D,E)

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, funding, unique aspects of the school (such as curriculum, staffing, religious affiliation, etc.) among others. (MLO: A,B,C,D,E,F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Journal Article Critiques (4 at 100 pts ea)	400
Case Studies (2 at 100 pts ea)	200
Diverse School Project Proposal	
Part 1	50
Part 2	150
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Policy Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, and the Ph.D. in Higher Education Administration, are not required to submit assignments to LiveText.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 644**

Textbooks: Guggenheim, *Waiting for Superman* [DVD] (2010).  
 Monroe, *Nothing's Impossible* (1997).  
 Payne, *A Framework for Understanding Poverty* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Monroe: ch. 1 Payne: chs. 1–2 Guggenheim: <i>Waiting for Superman</i> [DVD] 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 50
<b>2</b>	Monroe: ch. 2 Payne: ch. 3 Guggenheim: <i>Waiting for Superman</i> [DVD] 1 presentation	Journal Article Critique 1	100
<b>3</b>	Monroe: ch. 3 Payne: ch. 4 2 presentations	DB Forum 2 Diverse School Project Proposal: Part 1	50 50
<b>4</b>	Monroe: ch. 4 Payne: ch. 5 2 presentations 1 case study	Journal Article Critique 2 Case Study 1	100 100
<b>5</b>	Monroe: chs. 5–6 Payne: ch. 6 2 presentations	DB Forum 3	50
<b>6</b>	Monroe: chs. 7–8 Payne: ch. 7 1 presentation	Journal Article Critique 3	100
<b>7</b>	Monroe: chs. 9–10 Payne: ch. 8 1 presentation 1 case study	DB Forum 4 Case Study 2	50 100
<b>8</b>	Monroe: chs. 11–12 Payne: ch. 9 1 presentation	Journal Article Critique 4 Diverse School Project Proposal: Part 2	100 150
<b>TOTAL</b>			<b>1010</b>

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.