

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 740 LEADERSHIP PRINCIPLES AND ETHICS

COURSE DESCRIPTION

Candidates are engaged in an analysis of appropriate practices and principles related to leadership by exploring ethical issues and developing a biblical foundation for leadership practices.

RATIONALE

Effective leadership requires a firm understanding of the principles of good leadership as well as its ethical practices. EDUC 740 teaches both of these fundamentals as they are inspired by the Bible, making it a foundational course in the Educational Leadership Doctorate program.

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 Office
- D. The Holy Bible

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Communicate knowledge about leadership principles.
- B. Define axiology and place educational leadership and professional ethics within that philosophical context while analyzing its relationship to epistemology.
- C. Communicate knowledge of the praxis of leadership principles, morals, and ethics as they relate to school practices.
- D. Recognize and demonstrate knowledge of critical social and educational issues.
- E. Recognize and discuss how school law issues pertain to educational leadership.
- F. Analyze and synthesize sources of authority for educational leadership and

leadership as service (especially in its relationship to Christianity).

- G. Analyze and evaluate rational and irrational decision-making as values in the ethics of educational leadership and policy formulation.
- H. Compare and contrast how educational leaders' personal morals and ethics relate to their views of children's lives, academic achievement, socialization, effort, ability, expectations, school organization, and the profession and practices of teaching.
- I. Discuss and evaluate specific ways to bring moral instruction to life in school communities.
- J. Meet ISLLC Standard 5: "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner."
- K. Discuss and evaluate the code of ethics specific to the state where the candidate is seeking licensure.

V. VDOE COMPETENCIES MET IN THIS COURSE FOR SCHOOL ADMINISTRATORS

- 1.a.2 Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning.
- 1.a.7 Identification, analysis, and resolution of problems using effective problem-solving techniques.
- 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.1 Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models.
- 1.b.2 Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans.
- 1.b.3 Information sources and processing, including data collection and data analysis strategies.
- 1.b.4 Using data as a part of ongoing program evaluation to inform and lead change.
- 1.b.5 Developing a change management strategy for improved student outcomes.
- 1.b.6 Developing empowerment strategies to create personalized learning environments for diverse schools.
 - 1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.
- 1.c.1 Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level.
- 1.c.2 Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.

- 1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.
- 1.c.5 Principles and issues related to school facilities and use of space and time.
- 1.c.7 Technologies that support management functions.
- 1.c.8 Application of data-driven decision making to initiate and continue improvement in school and classroom practices.
- 1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.
- 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.1 Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory.
- 1.f.2 Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations.
- 1.f.3 Identify and respond to internal and external forces and influences on a school.
- 1.f.4 Identify and apply the processes of educational policy development at the state, local, and school level.
- 1.f.5 Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- 1.g.1 Experiential activities that complement, implement, and parallel the university curriculum.
- 1.g.2 Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentation
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. *Discussion Board Forums (5)*
Discussion boards are collaborative learning experiences. Therefore, the candidate will

participate in 5 Discussion Board Forums in this course. The candidate will submit a 200– 250-word thread in response to the provided prompt and will then submit replies of at least 100 words each to a minimum of 2 classmates' threads. These forums must consist of substantial, thoughtful, and critical discussions.

D. *News Article Reviews (3)*

The candidate will submit 3 brief essays discussing current news articles related to ethical issues in education. News articles used for this assignment must come from the newspaper, a news program, or some other reputable news source. Each review must be in current APA format and must be no less than 1/2 a page, double-spaced, and no more than 1 full page, double-spaced. Full citations for the articles must be provided, and, if possible, the article itself must be included with the submission

E. *Practicum Requirements – Licensure Candidates Only*

Only licensure candidates must complete the practicum in order to earn a passing grade in this course. **The minimum required number of hours for building-level school administration is 30 hours; for district-level/superintendent candidates, it is 50 hours.** During this course, the candidate will complete practicum hours in an accredited school. The majority of the hours must be completed while school is in session and students are present. Before beginning the practicum, the candidate will submit the practicum proposal form to the instructor for approval.

Upon completion of the practicum, the candidate will submit the Field Experience Summary (FES) via Blackboard. The Field Experience Assessment (FEA) will be completed in LiveText's Field Experience Management (FEM) program. The link to this form will be emailed to your mentor.

The form submissions are non-graded assignments; however, they are required for licensure candidates.

F. *Ethical Analysis Paper*

The candidate will make observations of ethical decision-making practices or situations in his/her workplace, recording those observations with specific days and times.

Observations must take place over a period of 1 week. After the 1-week period, the candidate will write a 5–6-page paper summarizing and analyzing the various ethical situations observed. The paper must be in current APA format.

G. *Contemporary Issue Paper*

The candidate will submit a 5–7-page paper that critically discusses a contemporary educational issue in which biblical principles conflict with legal and societal expectations. The paper must incorporate at least 5 current scholarly sources with correct in-text citations and must be in current APA format.

H. *Prayer Reflection Report*

The candidate will choose 7 leaders that he/she knows personally and commit to pray for them for at least 30 days. During the 30 days of prayer, the candidate will follow the Daily Prayer Guide provided and will keep a prayer journal, recording his/her thoughts, ideas, and observations regarding the prayer time. Then, the candidate will submit a 1–3- page paper that discusses his/her reflections on the time of prayer. The paper must follow current APA format as necessary.

I. *Theory to Practice Exam*

The Theory to Practice Exam is an essay assessment; this requires the candidate to recall content knowledge learned in coursework and to apply it in a narrative form. The ELCC Theory to Practice Exam addresses ELCC Standards 1.1, 2.1, 3.3, 3.4, 4.2, 4.3, and 5.2, and 5.3. The candidate must submit this assignment via LiveText.

J. *Personal Ethics Paper*

As the benchmark assignment for this course, the candidate will write an 8–10 page paper, applying the course principles to his/her personal experience, background, and/or vocation. The purpose of the paper is to synthesize the various elements covered in the course in order to form a set of principles that could be used in the candidate’s specific leadership role. The candidate will submit the preliminary outline of the paper. Then, the candidate will submit the completed paper via LiveText. Both the outline and the paper must be in current APA style.

K. *Field Experience Summary (FES) – Licensure Candidates Only*

Only licensure candidates will complete this in the provided form and will include relevant information from the practicum. This assignment is required in order for the candidate seeking licensure to pass this course.

L. *Field Experience Assessment (FEA) – Licensure Candidates Only*

The onsite mentor will complete the FEA in LiveText’s Field Experience Management (FEM) program. The link to this form will be emailed to your mentor with instructions for completing the FEA via LiveText. This assignment is required in order for the candidate seeking licensure to pass this course.

M. *ProEthica Scenarios (6)*

Complete the 7 online modules. After each module, upload a screenshot of ProEthica grades into Blackboard. Upon final completion, follow the directions in LiveText to submit the certificate and screenshot of all grades.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 20 pts ea)	100
News Article Reviews (3 at 40 pts ea)	120
Ethical Analysis Paper	160
Contemporary Issue Paper	100
Prayer Reflection Report	100
ProEthica (6 at 20 pts each)	120
ELCC Theory to Practice Exam	100
Personal Ethics Paper	200
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. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. 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 740

Course Materials:

Blackaby & Blackaby, *Spiritual Leadership* (2011). Educational Testing Services, *ProEthica*.

Rebore, *The Ethics of Educational Leadership* (2014).

MODUL E/ WEEK	READING & STUDY	ASSIGNMENTS	POINT S
1	Blackaby & Blackaby: chs. 1–4 Proverbs 1–6 3 presentations ProEthica Module 1	Course Requirements Checklist Ed.S Advising Guide Quiz Ed.D Advising Guide Quiz Class Introductions DB Forum 1 News Article Review 1 Prayer Reflection Theory to Practice Exam	10 0 0 0 20 40 * **
2	Blackaby & Blackaby: chs. 5–8 Proverbs 7–10 3 presentations ProEthica Module 2	DB Forum 2 Ethical Analysis Paper Practicum Proposal Form (Licensure Candidates Only)	20 160 0

		ProEthica 2 Scenario Prayer Reflection Theory to Practice Exam	20 * **
3	Blackaby & Blackaby: chs. 9– 13 Proverbs 11–19 4 presentations ProEthica Module 3	DB Forum 3 News Article Review 2 ProEthica 3 Scenario Prayer Reflection Theory to Practice Exam	20 40 20 * **
4	Rebore: chs. 1–3 Proverbs 20–31 6 presentations ProEthica Module 4	DB Forum 4 Contemporary Issue Paper ProEthica 4 Scenario Prayer Reflection Theory to Practice Exam	20 100 20 * **
5	Rebore: chs. 5–6 1 presentation ProEthica Module 5	DB Forum 5 News Article Review 3 ProEthica 5 Scenario Prayer Reflection Theory to Practice Exam	20 40 20 * **
6	Rebore: ch. 8 1 presentation ProEthica Module 6	Prayer Reflection Report ProEthica 6 Scenario Theory to Practice Exam	100 20 **
7	Rebore: ch. 9 1 presentation ProEthica Module 7	Theory to Practice Exam ProEthica 7 Livetext	100 20
8	1 presentation	Personal Ethics Paper Field Experience Summary (FES) (Licensure Candidates Only) Field Experience Assessment (FEA) (Licensure Candidates Only)	200 0 0
TOTAL			1010

DB = Discussion Board

*indicates points culminate in a final project.

** Students are encouraged to complete various sections each week.

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**.