

**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 840

#### ISSUES AND TRENDS IN EDUCATIONAL LEADERSHIP

#### COURSE DESCRIPTION

A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.

#### RATIONALE

Educational leaders serve in a world impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of the characteristics of leadership. This will enable the candidate to focus on personal growth and development.

#### I. PREREQUISITES

None

#### II. REQUIRED RESOURCE PURCHASES

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). *Disrupting class: How disruptive innovation will change the way the world learns* (2nd ed.). New York City, NY: McGraw Hill.

[www.LiveText.com](http://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 all candidates in the Graduate Education program **with the exception of the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration.**

*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.*

#### III. RECOMMENDED RESOURCE

American Psychological Association. *Publication Manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

#### IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

- E. The Holy Bible

## V. MEASURABLE LEARNING OUTCOMES

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

- A. Synthesize definitions of leadership to articulate essential qualities embodied in effective leaders in education.
- B. Analyze common characteristics of effective institutions of learning.
- C. Identify common characteristics of effective leadership associated with effective institutions of learning.
- D. Analyze cultural issues that currently are related to and impacted by educational systems and leaders.
- E. Analyze the continuum of educational leadership trends and issues from early childhood through high school with particular emphasis on participation and involvement of all parties involved in the educational progress.
- F. Articulate an understanding of differentiated instructional needs in current educational environments.
- G. Demonstrate qualities of leadership capacity in order to create opportunities for change and learning, as needed for diverse student populations.

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations (MLO: A, B, C, D, E, F, G)
- 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 (6)  
Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be a minimum of 450 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 250 words. (MLO: D, E, F, G)
- D. Personal Debates (6)  
The candidate must properly debate both sides of a provided topic in order to better understand each side and to hold both in mind as he/she prayerfully and intelligently forms a conclusive conviction about the provided issue. The paper must include a title page and at least 3 references, including the course textbook and Bible, in current APA format. The body of the paper must be a minimum of 1,300 words, and each Personal Debate must be a minimum of 5 pages. (MLO: A, D, E, G)

E. Case Study

The candidate will write a paper detailing his/her 3-year strategy based on a provided case study. The paper must include a title page, a visual table, and an agenda for the meeting in current APA format. The paper must also include a presentation outline consisting of a minimum of 1,000 words. (MLO: B, C, E, F)

F. Educational Leadership Paper

The candidate will write a paper of at least 4,000 words detailing his/her response to the growing needs of education in order to engage and provide learning opportunities for today’s students. The paper must include a minimum of 6 scholarly references, a title page, and a bibliography in current APA format. This assignment must be submitted via LiveText. (MLO: A, E, F, G)

**VII. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 35 pts ea)	210
Personal Debates (6 at 80 pts ea)	480
Case Study	100
Educational Leadership Paper	210
<b>Total</b>	<b>1010</b>

B. Scale

A = 960–1010    A- = 940–959    B+ = 920–939    B = 900–919    B- = 880–899  
 C+ = 860–879    C = 840–859    C- = 820–839    D+ = 800–819    D = 780–799  
 D- = 760–779    F = 0–759

C. LiveText Submission Policy

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

D. Disability Assistance

Students 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 840**

Textbook: Christensen et al., *Disrupting Class* (2011).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Christensen et al.: ch. 1 Bible Readings 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Personal Debate 1	10 0 0 35 80
<b>2</b>	Christensen et al.: ch. 2 Bible Readings 1 presentation 1 website	DB Forum 2 Personal Debate 2	35 80
<b>3</b>	Christensen et al.: ch. 3 Bible Readings 1 presentation	DB Forum 3 Personal Debate 3	35 80
<b>4</b>	Christensen et al.: ch. 4 1 presentation	Case Study	100
<b>5</b>	Christensen et al.: ch. 5 Bible Readings 1 presentation 1 website	DB Forum 4 Personal Debate 4	35 80
<b>6</b>	Christensen et al.: ch. 6 Bible Readings 1 presentation	DB Forum 5 Personal Debate 5	35 80
<b>7</b>	Christensen et al.: ch. 7 1 presentation	Educational Leadership Paper	210
<b>8</b>	Christensen et al.: ch. 8 Bible Readings 1 presentation	DB Forum 6 Personal Debate 6	35 80
<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.