EDU552 Educational Leadership
(2 credit hours)
Course Syllabus

Course Description

Emphasizes the philosophical, social, and political aspects of educational leadership; examines research on best practices in developing and adapting curriculum to positively impact students with disabilities; examines the varying models that support curriculum and instructional approaches with the aim of preparing educators for curricular leadership roles within their own school settings.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Define the concept of leadership employed within the philosophical, social and political contexts of educational organizations.
2. Identify personal values, mission, and beliefs that build a sound philosophical foundation for becoming an educational leader.
3. Research best practices in developing and adapting curriculum to impact positively students with disabilities;
4. Critique the "educational leader" based on historical, political, religious, philosophical, environmental, sociological, emotional and ethical perspectives that define what it means to be a "leader."
5. Examine the varying models that support the curriculum and instructional approaches with the aim of preparing educators for curricular leadership roles within their own school settings
6. Apply leadership perspectives to create the context for educational innovation and change.
7. Evaluate the impact of universal principles, social and cultural expectations on educational leadership responsibilities.
8. Value the differences in diverse groups and cultures especially as it relates to the paradigms of educational leadership to effective collaboration.

Prerequisites/Corequisites

None.

Need Help? Get Help!
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General Questions/Comments/Feedback:
online@tiffin.edu

Required Textbook(s) and Resources

EDU552 requires no textbook.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

Graded assessments for this course consist of six weekly discussion forums, beginning in Week 2, two reflection papers, three written assignments, and two presentations.

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Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions -	Discussions 50	Discussions 50	Discussions 50	Discussions 50	Discussions 50	Discussions 50	**300**
Assignments 100	Assignments 100	Assignments 100	Assignments 100	Assignments 100	Assignments 100	Assignments 100	**700**
100	**150**	**150**	**150**	**150**	**150**	**150**	**1000**

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

Course Schedule and Weekly Checklist

Week 1 - Leadership and Followership

☐ WED: Activity 1.1 (Forum): Meet Your Classmates! - Initial Post

☐ SAT: Activity 1.1 (Forum): Meet Your Classmates! - Secondary Posts

☐ SUN: Activity 1.2: Reflection on Week 1

Week 2 - Leadership traits and behaviors

☐ WED: Activity 2.1 (Forum): Gender in Leadership - Initial Post

☐ SAT: Activity 2.1 (Forum): Gender in Leadership - Secondary Posts

☐ SUN: Activity 2.2: Reflection on Leadership and Followership

Week 3 - Becoming an Educational Leader

☐ WED: Activity 3.1 (Forum): Qualities of a Recognized Leader - Initial Post

☐ SAT: Activity 3.1 (Forum): Qualities of a Recognized Leader - Secondary Posts

☐ SUN: Activity 3.2: Education Systems Plan

Week 4 - Leader Emergence

☐ WED: Activity 4.1 (Forum): Successful Leadership Qualities - Initial Post

☐ SAT: Activity 4.1 (Forum): Successful Leadership Qualities - Secondary Posts

☐ SUN: Activity 4.2: Resolving Student Problems

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Week 5 - Participation and Leader Effectiveness

- ☐ WED: Activity 5.1 (Forum): Leadership Styles and Qualities - Initial Post
- ☐ SAT: Activity 5.1 (Forum): Leadership Styles and Qualities - Secondary Posts
- ☐ SUN: Activity 5.2: Leadership Plan

Week 6 - Leaders Throughout History

- ☐ WED: Activity 6.1 (Forum): Curriculum Guidelines for Addressing Ethical and Spiritual Needs - Initial Post
- ☐ SAT: Activity 6.1 (Forum): Curriculum Guidelines for Addressing Ethical and Spiritual Needs - Secondary Posts
- ☐ SUN: Activity 6.2: Personal Leadership Development Plan

Week 7 - Leadership Challenges and Trends

- ☐ WED: Activity 7.1 (Forum): Leadership Plan and Principles - Initial Post
- ☐ SAT: Activity 7.1 (Forum): Leadership Plan and Principles - Secondary Posts
- ☐ SUN: Activity 7.2: Presentation

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the Support, Policies, and Procedures addendum.