WAYLAND
BAPTIST UNIVERSITY

Virtual Campus
School of Humanities and Leadership
Course Name: EDUC6327 Leadership Topics in Education

Mission Statement	Wayland Baptist University exist to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
Course Name	EDUC6327 Leadership Topics in Education
Term	**S**pring I – (**J**anuary 12 – March 7, 2026) Meeting Times: Online Course
Instructor:	Dr. Lorri Ague Wayland Baptist University – Virtual Campus Cell: (952) 994-2555 Office: (806) 291-1114 E-Mail Address: elizabeth.ague@wayland.wbu.edu
Office Hours	Office Location: Virtual Office Hours: by Appointment
Class Meeting	Virtual: Asynchronous Location: Online
Catalog Description	Elective track for the Doctor in Strategic Leadership – Course research topics will be specific to the student's field of interest. PREREQUISITES: None
Required Resource Materials	Student Textbook(s) • Article on creating the syllabus: https://www.mindmatterspedagogy.com/post/how-to-write-a-syllabus-from-start-to-finish • Article on Bloom's Taxonomy: Bloom's Taxonomy of Learning | Domain Levels Explained

	- Article on Course Objectives: https://teaching.charlotte.edu/teaching-guides/course-design/writing-measurable-course-objectives/ - Video on Educational Leadership: - https://youtu.be/AUue2E8CB3U?si=WIHTl77jAAmW5rfs Optional Resources: Chance, P. (2012). *Introduction to educational leadership & organizational behavior*. Routledge. ISBN: 978-1317923183 NOTE: Additional Resources may be posted on Blackboard to support student learning

COURSE INTRODUCTION:

This course is designed to empower you to take ownership of your learning and educational interests. You will have the flexibility to set your learning objectives and focus on a concentrated area that interests you. Because at WBU the integration of faith and learning is paramount, you are encouraged to incorporate faith components into your course learning objectives, assignments and other learning activities.

It is recommended that you consider using this course to explore potential dissertation research topics; however, the learning path is yours to define. At the start of this course, you will define your own doctoral-level learning objectives and create the doctoral-level syllabus that will describe the weekly assignments and/or activities for how you plan to achieve your learning objectives. You will be in charge of your own timeline, however, the weekly assignments/activities are still due by Sunday 11:59 p.m. (CST) each week. **NOTE:** last week's assignments will be due by Saturday 11:59 p.m. (CST).

I will be available to answer questions and provide feedback throughout the course. Don't hesitate to reach out! I'm excited to see what you create as we learn together!

COURSE OUTCOME COMPETENCIES:

Upon the conclusion of this course students actively engaged in learning will be able to:

1. Create a working syllabus that demonstrates rigor and research **(that must be approved by Dr. Ague)** that furthers the student's knowledge in the educational leadership field of study and includes the following three competencies:
   a. Demonstrate how the chosen topic is connected to the student's field of interest and explain why it should be included in the scholarly conversation.
   b. Communicate persuasively about the subject selected in both written and oral assignments.
   c. Conduct in-depth research on the chosen topic that applies the content to the theories of leadership (consider previous coursework regarding leadership and teamwork theories).

2. Produce doctoral-level deliverables outlined in the approved syllabus (created in number 1)

Means for assessing student achievement of the Course Outcomes Competencies:
   1. Written Reflections
   2. Participation Scorecard
   3. Course Created Assignments & Activities
   4. Student Constructed Deliverables

Policies and Procedures:

| Attendance & Participation | Attendance is important because the class is built on participation and experience. As stated in the WBU Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. Because this is an asynchronous course online, students will need to self-manage their "attendance" (participation) with the learning activities outlined in the course.

All absences from the learning activities must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches excessive missed |
|---|---|

	participation and/or assignments, the instructor will advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.
Class Format	The class format assumes you are fully prepared to make the most of your learning experience. In the asynchronous online class, timelines and deadlines still must be met by the student for discussions, presentations, and assignments.
Effective Research	Students should always incorporate effective research in every assignment as a component of critical thinking. Developing a well-planned, systematic strategy is necessary to uncover valuable information. It is important for you to determine what constitutes a quality, professional source. The internet contains information that may be scholarly. Students should always evaluate the selected material for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – **Authority;** Is the information accurate? – **Accuracy;** Why was it written? – **Purpose;** What is the bias? – **Objectivity;** Is the information dated? – **Currency.**
E-Mail Communication	Your WBU email address is the official line of communication. Make sure your email address is established, functioning and is also monitored regularly since this will be the communication tool to send updates and information about your class.
Due Dates	Because this is a concentrated elective directed by the student's field of interest, all assignments will be directed individually recognizing that the weekly assignments will be described in the Course Syllabus. The Course Syllabus must be created and approved by the end of Week #1 and the Final Course Deliverable must be submitted by end of Week #8.
Late Work Policy	All work is due on the assigned day. Any work received after the due date will receive an automatic 20%-point reduction. All work

	for the course must be received by the last week of the course to be considered for evaluation and final grade.

Academic Dishonesty	Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.
	
	[Link to WBU's Statement on Academic Integrity](), and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course: (INSTRUCTOR CHOOSE and include A, B, or C)
	a. No use of any generative AI tools permitted.
	    • Students are required to create and produce all work themselves or with assigned group members.
	    • Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
	b. All assignments must be fully created, designed, and prepared by the student(s).
	    • Any work that uses generative AI will be treated as plagiarism.
	    • Generative AI tools permitted in specific context and with proper citations.
	    • Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course.
	    • When used, students must properly cite the generative AI tool in their submitted work.
	c. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
	    • Specific parameters for generative AI usage are provided by the instructor.

	- Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty. - Generative AI tools usage encouraged and may be actively assigned in coursework. - Use of generative AI tools is actively encouraged and incorporated into specific assignments for this course. - Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable if cited and referenced properly in any submitted work for the course. d. Use of generative AI is encouraged if students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted work must still reflect a student's own work, understanding, and analysis. - Specific parameters for generative AI usage provided by the instructor. - Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.
Students with Disabilities	In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Coordinator and Academic Coach serve as the coordinators of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

TENTATIVE COURSE SCHEDULE & OUTLINE:

- **Week #1:** Understanding and Creating a Course Syllabus
- **Week #2:** Concentrated elective outline will be determined by the Individual student

- **Week #3:** Concentrated elective outline will be determined by the Individual student
- **Week #4:** Concentrated elective outline will be determined by the Individual student
- **Week #5:** Concentrated elective outline will be determined by the Individual student
- **Week #6:** Concentrated elective outline will be determined by the Individual student
- **Week #7:** Concentrated elective outline will be determined by the Individual student
- **Week #8:** Final Deliverable as described in the Course Syllabus

COURSE REQUIREMENTS:

Because university classrooms are designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for learners to effectively communicate ideas to colleagues, peers, and administrators; writing clear and error-free English is a priority at WBU. Therefore, your ability to express your knowledge of concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from research, lectures, assignments, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. **All assignments must be _Word processed_ and submitted in accordance with the assigned due dates.**

WEEK #1*:*

READ: Read the articles listed in the Professor's syllabus

WATCH: Watch the Videos Posted in the Professor's syllabus and the "Informational Lecture" provided in Week #1 Activities.

ASSIGNMENT: Using the Template found in Blackboard, create your syllabus for this course and turn it in by Sunday at the latest. (Once approved, you may start. The sooner you get your syllabus in, the sooner you can work on your own course.) Here is what must be included:

1. Each week you must require reading. (Your reading will not go through the bookstore, so you will need a way to access the reading in your syllabus.)

2. You must have ONE assignment EACH week that is doctoral-level. Think about the different learning styles that might be represented in your class when developing these assignments. REMEMBER: Not every assignment needs to be a 20-page paper; however, it must be considered doctoral-level work. (Look back at the classes you have already taken for ideas or be creative and come up with your own. Consider your team building activities and how you might incorporate these types of activities into your assignment.)

3. You must include at least one oral and one written assignment to meet the course objectives above. (You will have your own course objectives in your syllabus, but you may include these as well.)

4. You will need to include a final scholarly paper (topic of your choosing, which will add up to 150 points). It is highly recommended that your topic be directed toward your dissertation interests.

PARTICIPATION SCORECARD: Students will be asked to rate their individual participation level on THEIR OWN weekly activity and answer the following 4 prompts each week:
- Did I Find and Complete the required Reading Activity for this week?
- Did I Complete all learning assignments/activities for this week?
- Did I Reflect on how my faith could be integrated into this week's activities?
- Considering the construction of this week's assignments and activities, I am taking ???? away as a learning point

Participation Score Card will be provided and must be submitted weekly by Sunday, 11:59 p.m. at the end of each week of class. Participation Score Cards will **NOT** be accepted late. (10 points and is due each week)

WEEK #2-#7:

Weeks #2-#7 will vary per student

Week #8:

FINAL SCHOLARLY PAPER: Write a scholarly paper (approx. 3,000 words) on a topic related to educational leadership. It should be written in 3rd person, academic language, and formatted in APA format: Title Page, Abstract, Introduction, Analysis, Framework, Conclusion, and References (minimum 10 scholarly resources). DUE SATURDAY at midnight. NO LATE PAPERS WILL BE ACCEPTED.

FINAL REFLECTIVE ACTIVITY: Reflection is a powerful learning model. Think of this assignment as a reflective written exercise. **Choose ONE** of the activities below and then submit a summary paragraph of the experience or activity: (20 points)
1. Exit Slip: Share what is the most important thing you learned from this class with a direct report of yours at work.
2. Test Bank: If this course had a Final Exam, write 3 test questions with the answers.
3. Wrap It Up: Describe what you are taking away from this course in a song/rap/poem
4. Talk it Up: Make an appointment with your supervisor and talk to him/her for 5 minutes about what you learned in this course.
5. 3 W's: A: Answer the 3 W's…What did you learn? So what? Now what?

Grading Criteria:

POINT MATRIX (include a POINT MATRIX in your syllabus. You can use this one; add to it; or create your own):

ASSIGNMENT	DUE	POINTS
Assignment Week #1 Create Syllabus	Week 1	150
Participation Scorecard #1	Week 1	10
Assignment Week #2	Week 2	100

Participation Scorecard #2	Week 2	10
Assignment Week #3	Week 3	100
Participation Scorecard #3	Week 3	10
Assignment Week #4	Week 4	100
Participation Scorecard #4	Week 4	10
Assignment Week #5	Week 5	100
Participation Scorecard #5	Week 5	10
Assignment Week #6	Week 6	100
Participation Scorecard #6	Week 6	10
Assignment Week #7	Week 7	100
Participation Scorecard #7	Week 7	10
Final Scholarly Paper (Week #8)	Week 8	150
Participation Scorecard #8	Week 8	10
Reflection Paper	Week 8	20
	TOTAL POINTS	1000

Course Evaluation and Assessment Criteria:

Points	Percent	Letter
900—1000	90-100%	A
800—899	80-89%	B
700—799	70-79%	C
600—699	60-69%	D
0-599	0-59%	F

NOTE: "Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."