

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.

COURSE SYLLABUS

Course Information

Ed-3315 Impacting Sustainable Change, 3 credit hours

Course Description

An investigation of the principles and processes related to the field of Action Research and the role it plays in impacting sustainable change. Emphasis placed on applying the leadership principles and skills acquired in the Certificate in Biblical Leadership program to everyday ministry roles. [**Prerequisites:** None]

Course Objectives

By the completion of this course you should be able to:

1. **Defend** the role and purpose of research in improving leadership skills
2. **Synthesize** information from various courses completed in this Certificate
3. **Develop** a proposal for improving your leadership role
4. **Produce** a presentation about your growth as a leader in this program

Course Content (required)

Required textbooks for all Moody Online classes can be found on the [Required Textbooks](#) section of the Moody website.

NOTE: Additional content or links to Internet content may be required and will be provided in the course.

Course Work

See the Syllabus page in the Blackboard course for general assignment instructions.

All course work is due according to the **Course Schedule**.

A. CLASS PARTICIPATION: Active participation is expected in this online course. Participation includes two main areas: content expectations (reading/listening/watching) and discussion boards (student interaction). Class Participation contributes significantly to the final course grade.

1. **Content Expectations:** The completion of the course reading, audio/video review, online articles, etc. is an important part of the course. You should complete these content expectations prior to your initial discussion board posting each week so you are able to discuss the concepts with others in the course.
2. **Discussion Boards:** You must maintain a significant presence in the discussion board. Refer to the discussion board instructions listed on the **Course Schedule** for more information on how your participation in the discussion board will be assessed. If not specified, **post your initial**

response to the discussion question by mid-week (Friday, 11:59pm Central Time (CT)). Then read all other threads and **respond to at least two (2)** other student initial threads by the end of the week (Monday, 11:59pm CT).

B. ASSIGNMENTS: Assignments are the primary means of assessing whether learning has transpired and may include papers, reports, exams, projects, and the like. Assignments are submitted through a link in Blackboard so they can be recorded in the Blackboard Grade Center. Your instructor will grade your assignments and return them through the Grade Center. Specific detail for each assignment is listed in the **Course Schedule** and in Blackboard.

Assessments

Grades for this course will consist of:

Assessments (# in parentheses)	Points	% of Total
Total Discussions & Content Reports (8)	184	20
Total Weekly Journals (7: every week except Wk. 8)	140	15
2-1 Quiz on McNiff Reading/Quiz	40	2
2-2 Identify Research Topic (2 pp)	100	3
3-1 Relevant Sources List (List)	100	5
3-2 Reading Review Worksheet	100	5
4-1 Thick Description of Research Context (2-3 pp)	100	5
4-2 Case Study Analysis (1-1/2 page)	100	5
5-1 Three Interviews (transcripts)	100	5
6-1 Preliminary Data Analysis (no limit)	100	5
7-1 Preliminary Leadership Development Plan Proposal (template)	100	5
8-1 Final Leadership Development Plan	100	10
8-2 Final Proposal Presentation	100	15
Total:	1364	100%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Letter Grade	Percentage Equivalent
A	96% or higher	C	73 - 76.9%
A-	90 - 95.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63- 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
C+	77 - 79.9%	F	Below 60%