Course Syllabus

EDLD 9531: Educational Leadership in the 21st Century
(3 Credits)

Georgia Southern University
College of Education (COE)
Leadership, Technology, and Human Development (LTHD)
Educational Leadership (EDLD)
P.O. Box 8131
Statesboro, Georgia 30458

Fall 2025

INSTRUCTOR CONTACT:

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COURSE CATALOG DESCRIPTION:
This course is planned for current and prospective leaders who seek to learn more about leadership in P-20 education in this new global era. Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. Participants will be asked to relate the course material to their experience and personal goals. The ultimate goal of the course will be to create a personal knowledge base from which to create a plan for developing or refining one's own leadership outlook as a current or prospective professional in higher education administration.

COURSE RATIONALE:
Even though scholars and aspiring leaders widely study leadership, it remains one of the least understood human behavior. What does it mean to "lead?" Are leaders "born," or are they "made?" What can leaders do that other members of an organization cannot do or do not seem to want to do? "How" do leaders get others to follow them? What do responses to these questions mean for leadership in higher education? These questions – *what*, *why*, and *how* – form the basis for the academic study of leadership. And consequently, they are the cornerstones of programs in leadership development.

In this course, we will survey the full range of theories on organizational leadership from professional literature, giving close attention to the quality of the research behind each theory and the application of that research to leadership in higher education. The assumptions made in the design of this course are that one must know the personal traits associated with effective leadership to engage in self-assessment for personal growth as a leader, and one must know and be able to apply the skills and processes for organizing and motivating groups if they are to become effective leaders. While history is filled with examples of extraordinary leaders who had little or no formal leadership training, a closer examination of these same leaders reveals an insatiable desire to expand their understanding of human behavior in organizations, especially as it applied to enabling organizations to reach common goals. For this reason, we engage in the formal study of leadership: We want to understand ourselves as leaders in higher education to become more effective in our service to the organizations we lead.

COURSE OBJECTIVES:

Course content, assignments, and assessments have been designed for students to meet the following objectives. Each objective indicates the manner in which it supports the *College of Education Conceptual Framework & CAS Standards*. In addition, each objective indicates how it is assessed through course assignments or activities.

· Analyze and critique various leadership theories for diagnosis and action in education institutions (CF 1: *Knowledge and CF 4: Reflection and Assessment: reading responses, self-assessment—leadership platform*); *case studies will be used for application.* <u>CAS: Cognitive Complexity</u>
· Recognize and analyze political issues, problems, and opportunities for leaders in educational environments with an emphasis on current educational trends, equitable distribution of resources, support for all subgroups of students. (CF 2 and CF 3: *Diversity: leadership paper using technology for research;*

class activities; case studies will be used for application. CAS: Knowledge Acquisition, Integration, Construction and Application.

· Examine and analyze strategies for applying leadership in education (CF 4: *Assessment: reading responses, research paper*); *case studies will be used for application. CAS: Cognitive Complexity & Interpersonal Competence*

· Develop a personal leadership platform that encourages and inspires others to higher levels of performance, commitment and motivation (CF 4: *Assessment: self-assessment*); *CAS: Intrapersonal Development & Practical Competence*

· Identify and analyze personal leadership practices that impact and influence the performance of others, particularly taking into consideration the role of gender and ethnicity (CF 2, 4: *Assessment: reading responses, Paideia seminar, class discussion*). *CAS: Humanitarianism and Civic Engagement & Cognitive Complexity*

· Engage in individual assessment and reflection upon personal values, attitudes, and beliefs that define one's self as a leader, focusing on goals for personal and professional growth. (CF 4: *Reflection and Assessment: self-assessment—leadership platform*). *CAS: Intrapersonal Development*

Course Learning Outcomes

1. **Critically evaluate and compare major leadership theories and frameworks** to determine their applicability within P–20 educational settings, with an emphasis on higher education administration.

2. **Analyze the intersection of leadership, ethics, identity, and power** by assessing personal leadership experiences and reflecting on issues related to gender, equity, and social responsibility in educational organizations.

3. **Synthesize leadership theory and practice to construct a personal leadership philosophy and development plan** that articulates values, strengths, and growth areas as an educational leader.

4. **Demonstrate effective communication, analysis, and professional judgment** by engaging in collaborative discussions, reflective writing, and formal presentations related to leadership trends and practices in P–20 education.

STUDENT LEARNING OUTCOMES:

After the EdD, Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following Student Learning Outcomes (SLOs):

SLO #1: KNOWLEDGE AND SKILLS
Candidates in the Educational Leadership Programs will *identify* appropriate professional *knowledge* and skills of an educational leader.

SLO #2: STUDENT LEARNING
Candidates in the Educational Leadership Programs will *demonstrate* leadership decision-making skills in educational settings by *analyzing* problems of practice and implementing appropriate leadership strategies to develop meaningful solutions that impact student learning.

SLO #3: PROFESSIONAL COMPETENCE

Candidates in the program will *demonstrate* and *apply* practical and interpersonal leadership competence. This will be achieved through experiential opportunities regarding: The capacity to make and act upon ethical judgments in intercultural contexts; the motivation to engage in self-reflection in their academic, professional, and personal lives; and the ability to achieve organizational goals through socially responsible leadership.

SLO #4: THEORY AND PROBLEMS OF PRACTICE
Candidates in the Educational Leadership Programs will *synthesize* a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.

STANDARDS:
Council for the Advancement of Standards (CAS) in Higher Education Learning and Development
Outcome Domains and Respective Dimensions

In addition to the *COE standards* referenced above, it is critical to utilize the CAS standards as a course emphasizing leadership in higher education. Course participants must internalize these standards for the benefit of themselves and for those whom they will teach, serve, or lead. Incorporating CAS standards into a course in higher education leadership ensures that the values of the field of study be conveyed to course participants who are future teachers and leaders in higher education administration.

- Knowledge acquisition, integration, construction, and application
  - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- Cognitive complexity
  - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity
- Intrapersonal development
  - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- Interpersonal competence
  - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership
- Humanitarianism and civic engagement
  - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- Practical competence
  - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

For a comprehensive review of general *CAS standards,* click on the following link:
http://www.cas.edu/index.php/cas-general-standards/

STRUCTURE OF THE COURSE:

Due to the nature of this course, there is a scheduled time to meet synchronously, approximately one Saturday each month. The instructor will provide Zoom links as those dates get closer.

The beginning/ending times typically will be from 9:00 am -12:00 pm; time for breaks can be adjusted with the consensus of class members, provided that minimum time requirements are met.

Fall 2023 Meeting Dates

August 16

September 13

October 11

November 8

All other coursework will consist of online learning modules (i.e., Folio).

REQUIRED TEXT:

This course will provide you with the central leadership theories within the context of educational administration. As such, the textbooks are focused on educational leadership in both P-12 and HIED contexts. The following texts are **required** for this course:

Northouse, P. G. (2026). *Leadership: Theory and practice* (10th ed.). Thousand Oaks, CA: Sage.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

RECOMMENDED TEXT:

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco, CA: Jossey Bass.

Houghton, P.M. & Houghon, T. J. (2020). *APA: The easy way! (Updated for 7th edition)*. XanEdu Publishing.

Northouse, P.G. & Lee, M. (2016). *Leadership case studies in education*. Thousand Oaks, CA: Sage.

Roberts, C. & Hyatt, L. (2019). *The dissertation journey (3rd Edition)*. Thousand Oaks, CA: Corwin.

***Additional readings may be assigned and/or recommended throughout the term.**

ADDITIONAL RESOURCES:

University Library

The library is central to all scholarship, but most especially research at the doctoral level. Students should become thoroughly familiar with the resources available and how to access them. The Henderson Library liaison to the College of Education can answer questions regarding literature search strategies and locating sources.

See the following:
http://georgiasouthern.libguides.com/prf.php?account_id=69304
http://georgiasouthern.libguides.com/c.php?g=523996
http://georgiasouthern.libguides.com/education

Education Electronic News/Collaboration

In an effort to stay current in the field, each student should subscribe to a regular online news source for their area of education. These services are free of charge and greatly inform your practice by providing you with up-to-date information on current events in higher education. Examples include, but are not limited to:

HIED
Inside Higher Ed (IHE) Daily News   http://www.insidehighered.com/
Academic Impressions Daily Pulse   https://www.academicimpressions.com/sign-me-up-for-higher-ed-news/

P-12
edWeb.net   https://www.edweb.net/newUserSignup
University Council for Ed Admin (UCEA)   https://tinyurl.com/UCEAlist

*free email subscriptions can usually be found in upper right of the respective webpage

EVALUATION/ASSESSMENT METHODS & COURSE ASSIGNMENTS:
Please be sure to check for individual assignment due dates and learning module topics on the course schedule document. Below you will see the major methods by which you will be evaluated in this course.

Important Assessment Information:
1. Attendance requirements:
   It is the student's responsibility to study all material provided to them or required to be accessed by them to maximize their chance of meeting the course's objectives and to be informed of course-related activities and administration. As part of this, it is essential that students also attend the four scheduled on face-to-face (or Zoom) meetings.
2. Penalties for late submission of required work:
   Traditionally, this only happens if students contact the course instructor **prior** to the due date and request an extension. Failure to do this can result in grade penalties for work submitted late.
3. Requirements for the student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the course objectives by satisfactorily completing all summative assessment items.
4. Method used to combine assessment results to attain the final grade:

The final grades for students will be assigned based on the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

5. Examination information:
   *There is no examination in this course.

LEARNING MODULES:

During this course, you will encounter a number of learning modules based on the course objectives. The modules will direct you to resources such as readings in the course text, posted documents in PDF format, and/or sites on the Internet that are relevant for the course topics. Activities will vary from independent work to group discussions using the Folio discussion board or online chat! Unless otherwise directed, all assignments should be completed and submitted via the Assignment TAB of the Folio system.

Learning Modules will be posted by Tuesday of each week and assignments will be due the following Monday unless otherwise noted.

Due dates for assignments will be included in the learning modules and on each assignment. Unless otherwise directed, assignments are due (submitted in Folio via the Assignment Tab) by 11:30 PM of the due date. Assignments received late may result in a lower grade or a zero.

**On weeks where we meet, students will be expected to be ready to discuss the topics rather than wait until Monday when the module is due.

ZOOM ENGAGEMENT:

Our class meetings take place over Zoom. As such, I want to clarify some of my expectations regarding this platform.

> **Waiting room.** We will use the waiting room feature to grant access to the synchronous course meetings. You will be able to find that week's Zoom link in FOLIO. Please arrive on time for the class session to the best of your abilities.

> **Display name.** Please ensure your first and last names are listed in your Zoom name display. If there is a name you want us to go by, please use that. You are welcome to include your pronouns of reference in your display name as you are comfortable doing so.

> **Video.** Please turn your video on whenever possible. This helps us see one another. If you have limited bandwidth or no webcam, it is okay not to use video. If you cannot find an environment without visual distractions, it is also fine to turn off your video.

> **Background.** Feel free to use a Zoom background while joining us in class. We understand each of us may be in a place where we would not like others to see our living spaces and thus want to allow this feature to be a part of our classroom experience. We ask that you think carefully about your background. If the instructors deem a background to be distracting or derogatory, we will

message the student to change the background or we will disable the feature temporarily. Please do not choose an animated background.

Audio. Please mute your microphone when you are not talking. It helps eliminate background noise and allows folks to focus more as needed. Please try and find an area where you can speak freely without much background noise during class. Many of us manage living situations we did not expect to be in, so we understand if this may be difficult. Using headphones or a headset <u>is strongly encouraged</u> but not required.

Class Participation/Written and Video LM Assignments:

As this is an online course, participation can be challenging to measure. It is essential that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods.

Most weeks, you will be expected to engage in discussion board posts and/or video reflections. For each module, the discussion expectations will be described to you, but typically they will include you posting or recording your thoughts and then replying to at least two to three of your classmates. If you find a comment pertinent to your situation or something you can respond to through experience or current concern or strong opinion, please post a reply.

Your active and thoughtful participation in discussion board activities is very important.
You are expected to engage in a discussion through replies; failure will lower your grade. The assigned readings should be done so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to contribute to the discussion actively.

In an effort to vary our learning methods, there will also be occasions where different "assignments" will be incorporated into the weekly learning modules in lieu of discussion posts. These "assignments" could include short papers, mock quizzes, reflections, or other ways students can demonstrate an understanding of the module's content. **Please note that for the video reflections, you'll need to use a webcam and upload a link to the reflection video into the discussion board. Instructions will be included should you need help.**

General Scoring Rubric for Participation:

• _26- 30 Points: Superior participation shows initiative and excellence in work. The student helps create more effective discussions and activities through verbal and/or written contributions. Readings, videos, and writing assignments are completed on time and with attention to detail. In discussions and activities, comments to peers are tactful, thorough, and specific, and often provide other students with a new perspective or insight.

• _21-25 Points: Satisfactory participation demonstrates consistent work. The student is prepared for class, completes assigned readings, videos, and writings, and contributes to small group activities and large class discussions. Readings, videos, and writing assignments are completed on time. In discussions and activities, comments to peers are tactful and prompt but could benefit from more attentive reading and/or specific detail when giving comments.

• _16-20 Points: Weak participation demonstrates inconsistent work. The student may be unprepared for class

and contribute infrequently or unproductively to discussions or small group activities. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, comments to peers may be missing, disrespectful, or far too brief and general to be of help or to be insightful.

• _15 or less Points: Unacceptable participation shows ineffectual work. The student may be completely unprepared and unable to contribute to classroom discussions or small group activities. This student may be disruptive in class. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, the student is unprepared, disruptive, and otherwise not participating. Or the student is absent from class.

**Points toward your participation grade are ongoing and total 30% of your final grade. You will get a participation grade at the midpoint and conclusion of the semester (15 points each).

Leadership Philosophy Self Assessment & Reflection Paper (parts 1 & 2):

Because we all come to leadership with previous experiences, notions of leadership, and ideas about our leadership potential, one of your first assignments is to write a leadership reflection paper.

This assignment will have two phases (with two different grades).

Paper 1 (beginning of the course):

In a well-written essay of approximately 5 pages (including a title page and a reference page), reflect on your personal thoughts regarding leadership.

This first draft is primarily a reflection paper, so it is unnecessary to include citations, but if you do reference a theory or concept, be sure to cite it properly. Also, you should write this paper using proper APA formatting. A title page, running head, section headings, and page numbers should be included. You DO NOT need to do an abstract. If citations are included, please cite correctly and have a reference page (properly formatted).

The paper should include, but not be limited to, the following:

· What does leadership mean to you? What is the purpose of leadership?

· What characteristics does a successful leader possess?

· How do you know a good leader when you see one? (include some examples you may have experienced)

· How do you view yourself as a leader?

· How do others view you as a leader?

· What are your strengths and areas for improvement as a leader?

· Where do you want to go as a leader?

· What must you do to improve as a leader to get there?

Paper 2 (end of the course):

Toward the end of the semester, you will rework your original paper to include theories, concepts and ideas you

learned from this semester's coursework and how they have changed or augmented your perspectives on leadership. In addition to updating everything you had in Paper 1, include what leadership concepts/theories most resonate with you/apply to you and why. **<u>You are expected to include a minimum of 5 formal citations from the class readings AND/OR outside sources to support your ideas.</u>**

The second iteration of this assignment should be much more thorough and grounded and should be approximately 7-10 pages (including the title page and reference page).

Paper 1 (10 points)
Paper 2 (20 points)

**See the course schedule for due dates for Paper 1 and Paper 2.

<u>**Critical Book Review and Critique:**</u>
For this assignment, you need to read and review a book related to leadership. It can be from any genre of literature. The book could be one that was used as a text for another class, a popular business book (*Elizabeth 1 CEO, Jesus CEO*), a biography (*Living History, Leadership the Eleanor Roosevelt Way, John Adams, The Kennedy Curse*), autobiography, a mixture of genres (*The Heart Aroused, Love and Profit*), a novel, a classic, fiction, etc. You must have your selected book approved by the instructor BEFORE you begin the assignment.

A critical book review is very different from a book report. The difference is that more time is spent evaluating the book's content than merely reporting on it. This being the case, the reader must use higher-order cognitive skills than is required by typical patterns of reading and reporting. Generally, a book annotation and critical review contain three types of information: (1) a brief overview of the content; (2) an evaluation of the book; and (3) a recommendation or assessment of an appropriate audience for the book and suggestions for its improvement.

> **Overview of the Book**: Briefly describe the book's purpose, the author's perspective or viewpoint, and the general content, without detailing every chapter.
>
> **Evaluation of the Book**: This is the heart of a critical book review and should be given ample thought while reading and reviewing the book. The reader should maintain a critical and reflective stance toward the content and consider the overall worth and validity of the book. Consider the following questions:
>
> > · How successful was the author in doing what was proposed?
> > · Are the major themes or ideas well-developed and understandable?
> > · What were the highlights and disappointments of the book, and why?
> > · What assumptions or biases of the author are you aware of? How were they handled?
> > · Is the subject matter approached unusually or uniquely?
> > · What is the quality of the scholarship? Is the material well documented and referenced?
> > · How well-written is the book? Is the book organized in an orderly, logical fashion?
> > · How does the book compare with similar books you've read on leadership?
>
> **Recommendation/Assessment of the Book**: To whom would you recommend this book (if at all)?

Why? In what ways would you suggest the book be used? What relevance does the book have for leaders or potential leaders? What improvements would you suggest for the book?

The review should be 5-7 pages long (including cover and reference**). Students will verbally share highlights of their book with the rest of the class at our <u>September</u> class meeting.**

15 points

Interview Assignment and Presentation:

Each student must interview an educational leader in your content area (HIED or P-12) who serves in a leadership position or role you aspire to have one day. **Selected individuals must have been in this leadership role for at least five years (unless approved by the instructor)**.
Each student is to create and present a presentation documenting the experience AND his/her reaction to the information provided by the interviewed professional.   **Class members will present their interview experience at our October class meeting.**

The presentation should be approximately 10 minutes long (a maximum of 12 minutes) and will use appropriate technologies (e.g., PowerPoint, Prezi, or other media). The presentation should include specific information about the individual interviewed, connections to relevant theories of leadership, and your overall impression and reflection of the interview experience. **This presentation will be done live (do not record it beforehand).**

Rubrics for evaluation will be provided in class – in addition to the instructor, students will provide feedback to each other (shared anonymously). Additional information about this assignment will be provided in class/FOLIO.

20 points

Leadership Portfolio

As a part of Tier 2 doctoral work, you must create and maintain a reflective portfolio. You will create your portfolio in this course and add to it throughout your program, with a culminating grade in your final semester. Students should create it around the October class meeting and fill in the requested information by the end of the semester (**including the leadership matrix assignment to be discussed in class**). Additional information will be shared in class and via FOLIO.

5 points

Final Grading Breakdown:

Assignment	Points toward the final grade	
Leadership Paper 1	10	(8/25)
Book Review/Critique	15	(9/15)

Leadership Portfolio	5	(ongoing - due 12/3)
Leadership Interview Project	20	(10/11 or 11/8 - in class)
Leadership Paper 2	20	(11/24)
Participation/LM assignments	30	(ongoing)
Total Points	100	

Grading Rubrics

A (90 to 100)
Exceptional quality. The instructor's expectations for the assignment have been met and exceeded. Careful, accurate analysis and keen insight characterize the work. Comprehensive knowledge of relevant disciplines and mastery of course content is reflected through original interpretations. Oral and/or written expression of work is professional in quality and indicates creative thought.

B (80 to 90)
Acceptable quality for doctoral study, although one or more aspects of the assignment fall short of expectations. Oral and/or written expression of the work is acceptable for doctoral-level study, but improvement is needed.

C (70 to 80)
Inferior quality for doctoral study. More than one aspect of the assignment needs to meet expectations. Analysis and/or interpretation is superficial. The work's oral and/or written expression does not meet standards customarily associated with doctoral-level study.

F (below 70)
Unsatisfactory work. Numerous aspects of the assignment fall short of expectations, indicating failure to grasp and/or apply basic concepts integral to the assignment. The quality of the composition or presentation detracts from the content.

INSTRUCTOR TEACHING PHILOSOPHY:
The goal of graduate education should be to develop critically reflective educators whose practice and decisions integrate theory, research, and experiential wisdom in their professional and personal lives. As a result of their graduate education, learners should develop strong theoretical frameworks to be critically reflective educators. The best manner to develop theoretical frameworks is to read extensively in the field and critically examine the literature with others in a collaborative learning environment. In a collaborative learning environment, the teacher and learner are mutual partners in the learning process. The role of the teacher is to facilitate the collaborative learning process based on mutual respect for all the learners, positive interdependence among the learners, and individual accountability for creating and maintaining the collaborative learning process.

CLASS POLICIES:
The Department of Leadership, Technology, and Human Development within the College of Education at

Georgia Southern University is committed to providing an environment of equality and respect for all people within the university community and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming for all. The integrity of the University community is contingent upon the fulfillment of trust – that student body members will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as, but is not limited to, paraphrasing or direct quotation of published or unpublished work of another person without full and clear acknowledgment. The unacknowledged use of materials prepared by another person or agency engaged in selling term papers or other academic materials is also considered plagiarism. Course assignments are the responsibility of the student. It is expected that assignments will be turned in on or before the date indicated on the course schedule. It is the student's responsibility to reschedule due dates before the assigned date. It is also expected that the instructor will provide evaluative feedback in a timely manner.

Responsible Attendance and Absences
As an adult learner, you most likely have multiple roles and commitments. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructor, I also have many responsibilities and roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can manage your time so that you can complete your assignments and assessments on or before the date they are due.

For my part, I have provided a syllabus with a schedule listing module sessions and due dates for assignments and assessments. I will work to keep the course on the published schedule. If I adjust the schedule, I will provide a written notice explaining the change.

This is a hybrid course within the Ed.D. Program that requires four in-person meetings on Saturday mornings/afternoons (see course schedule for dates/times). The EDLD Program and Faculty require students to attend all four synchronous meetings except when extenuating circumstances would prevent a student from traveling to campus for one of these class sessions. For an extenuating circumstance, students will be permitted to miss one in-person meeting with no penalty. Still, they will need to complete an additional assignment that will supplement/parallel what was covered in class for that day.

Beyond one excused missed in-person Saturday class meeting, students will receive a 10% course grade reduction for each additional missed Saturday class meeting not attended in-person (i.e., letter grade for the course will go down by one full grade for missing a second class, will go down by two later grades for missing a third class, and will go down by three letter grades for missing the fourth class). When a student misses an in-person course, it will be their responsibility to communicate with a classmate to learn what was covered in the course for the day.

Students should let their faculty members know in advance when they'll need to miss an in-person meeting date so the faculty member can plan for that day's class activities and coordinate with the student to complete the alternate assignment. Having this conversation as far in advance as possible will allow the faculty member to plan for your absence on that day(s) and see if there are any additional ways to incorporate you into the classroom learning/activities.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

Course Etiquette & Diversity Statement

I am committed to serving all enrolled students. I intend to create an intellectually stimulating, safe, and respectful class atmosphere. In return, it is expected that each of you will honor and respect the diverse viewpoints and perspectives of others. Therefore, please be mindful of what you post online and how you treat others, including your classmates, faculty/staff members, and me.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the semester. Different opinions and professional critiques of ideas are welcome in this online course. They should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

Chosen Names and Personal Pronouns

I believe everyone has the right to be addressed by the names and pronouns corresponding to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns, so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve, so if you would like to be addressed differently at any point during the semester, please let me know.

How to Get the Most from this Learning Experience

- Take charge of your learning. Raise questions, probe, explore, and go after what you need.
- Be open. Use your imagination, consider new possibilities, and create something new.
- Give and receive. Give liberally to co-learners and be prepared to receive much from them.
- Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

Communication Away From Class

The nature of doctoral study requires frequent consultation and collaboration outside of class. The course website (i.e., Folio) facilitates this process. When students need to communicate directly with the instructor on matters that pertain to this course, they should utilize the e-mail feature in Folio for this course. If students need to communicate directly with the instructor on a matter unrelated to this course, they should use her/his regular e-mail address Georgia Southern (XX@georgiasouthern.edu). All general communication to the class for this

course (e.g., announcements, clarification on assignments, etc.) will occur through the e-mail feature of the course's Folio website. Further, students must be aware that all official communication from Georgia Southern University will utilize the student e-mail address that the university assigns, and it is this e-mail address that university officials will use when the need arises to communicate with students individually.

Writing Standards
1. All written work should be double-spaced with one-inch margins.
2. Please use Times New Roman font, size 12.
3. Include a page number on all pages except your title page.
4. Use references (frequently) and quotes (sparingly) to strengthen your writing. Follow APA 7th Ed. Style.
5. Support all claims with evidence.
6. Make sure anything written by someone else is appropriately referenced.
7. Check grammar, spelling, and punctuation before submitting your paper/project.
8. All submitted assignments must conform to scholarly/academic writing conventions and APA Style Manual guidelines. Student work will be evaluated on their strength in the following areas:

Analysis	Ability to identify patterns; organization of parts; identification of components Writing Cues: analyze, separate, order, explain, connect, compare
Synthesis	Make generalizations from given facts; relate knowledge from several areas; draw conclusions, integrate into own experience Writing Cues: combine, integrate, modify, create, design, rewrite
Evaluation	Compare and discriminate between ideas; assess the value of theories; make choices based on reasoned argument; verify the value of evidence Writing Cues: assess, measure, recommend, discriminate, support, evaluate, conclude

Quality of Submissions
Students are expected to submit high-quality assignments during this course. In this regard, ensure that your submissions are edited and grammatically sound. The quality of the exposition and the content will certainly impact the grade of each assignment and, subsequently, the final course grade.

ALL submitted work is expected to be well-written and free of grammar and spelling mistakes. Points will be deducted from an assignment's overall grade if spelling or grammar errors are present. Use peer review *appropriately* to polish your written assignments before submission for a grade, and use electronic tools such as the grammar check tool in your word processing software. If you would like or need extra help with your writing, please use the University Writing Center (http://class.georgiasouthern.edu/writingc/).

Another valuable resource is **Strunk and White's The Elements of Style**. It is a classic reference for writing, and it is available **for free** online at http://www.bartleby.com/141/

Late Submissions

Students may be penalized for assignments submitted late and the instructor reserves the right not to accept late work. Consistently late assignments will impact the final participation grade for this course. In the case of late assignments, the instructor will weigh the quality of the submission versus the lateness to determine the grade for the assignment or the course. Students may be eligible to receive an Incomplete "I" grade with prior approval of the instructor, where the outstanding assignments are submitted after the grades have been officially submitted.

Students' General Responsibilities
1. Attendance and/or participation are encouraged.
2. Students are responsible for the timely completion of required readings.
3. Everyone is expected to submit assignments at the scheduled times.
4. Students must be up-to-date with readings, discussions, activities, assignments, and/or reflections.

Instructional Strategies/Activities/Technology
This course is designed to allow the learner to link the theoretical issues presented in the readings with the practical aspects of higher education policy. To facilitate linkages among the theoretical issues explored in class, the readings, and learners' own higher education experiences, learners will:
- Read the weekly assignments
- Engage in dialogue with peers on questions and topics generated by the instructor
- Discuss topics related to the study of higher education policy
- Actively engage in large and small group discussions, problem-solving activities, and inquiry exercises
- Complete written assignments
- Integrate the use of technology into learning and research efforts

Course Requirements and Expectations Specific to Online Teaching and Learning

1. Use and access to Microsoft Office program, particularly Microsoft Word.
2. Must have Internet access and the ability to log on to the Internet.
3. Ability and access to the Folio system.
4. Must have a working GSU email address.
5. Students must log into/check Folio regularly (every day, if possible).
6. Must update the Folio system's user profile and email address.
7. Some assignments will be posted in the Assignments folder. Students must post specified assignments, class work, and quizzes in the corresponding Discussion Board forum.
8. All questions relating to the course or coursework should be posted on Discussion Board to benefit the entire class.
9. For the portion of the course that is taught online, class participation is part of students' overall grade.

Guidelines for Participating in Online Course Activities
All class activities (including projects, Discussion Board, and papers) are to be completed according to the specific due dates indicated on the course syllabus and instructions described in relevant areas of Folio such as "ASSIGNMENTS," "ANNOUNCEMENTS," or "DISCUSSION" sections. Students are expected to participate fully in all discussions and to submit postings on time. Students will be assessed by the level and quality of their participation (postings) in the discussions on the Discussion Board. For this course, all assignments will be submitted via Folio unless instructed otherwise.

Submission Guidelines for Assignments

1. Create your assignment in a "Word Document" (or whatever you use) and save a copy.
2. Submit your assignment/posting to the instructor using the Assignment feature, which will take you to the Assignment Screen.
3. Use this page's links [BROWSE] and [SUBMIT]. All assignments will be submitted this way. Please ensure that you hit the browse-only button after completing the assignment. Clicking the "OK" button will turn in your assignment.
4. Please ensure that you hit the Submit button after completing the assignment. Clicking the Save button will not turn in your assignment.
5. The instructor will grade your submission and give you feedback.

Grade Guidelines for Participating in Discussion Board (if applicable)

Points toward your final participation grade will be awarded for discussion postings (your original and responses to other students' postings). Your participation and contributions will be considered vital components of the final project's build-up to and actual implementation. In addition, the following minimum is expected of degree-seeking students engaged in such a Discussion Board:

1. Is the student fully engaged in the online class discussions through the Discussion Board?
2. Does the student demonstrate proficiency in handling assigned material (e.g., demonstrated through the type of questions and issues raised consistently and reflecting familiarity with facts or theory associated with the assigned material or topic?).
3. Participation is evaluated according to quality, not quantity, of "chatter" (also see the section on "Etiquette" below).

An acceptable message (discussion posting) will have the following characteristics:

1. It will be at least 4 to 6 sentences long.
2. In a threaded message, the opening sentence will state the problem or question it addresses. If it is a response to a thread (secondary posting), the message will briefly summarize the original thread and then clearly state whether it agrees or disagrees and why.
3. The message will use evidence to make the point. Evidence can come from class texts, available articles, research from outside class, personal experiences, and available handouts.
4. Please remember to maintain an even ratio between the threads you begin and those you respond to.
5. When you submit assignments (postings) to the Discussion Board, prepare the assignment as a Word Document and then cut and paste it directly into the posting's dialogue box.

Speaking Rules for F2F and Online Class Discussion

This course is very reflective and engaging in terms of ideas, arguments, and different and often unique personal experiences regarding the topics being addressed. To ensure that we can deal honestly, respectfully, and at the same time critically with the subject matter, mainly related to personal or work experiences, it is essential that in any differences of opinion about any point of view, each "speaker" will take responsibility for his/her critical position and personal or work experiences or opinions and be able to distinguish between the two. Following all course ground rules and confidentiality will help us accomplish our course outcomes.

Etiquette on Email and/or Discussion Board

Please understand that any posting that contains one or more of the following characteristics will be deleted from the course system, and the student will not receive credit for it. Students will be notified (via email) about the deletion of the posting and allowed to post a replacement message for credit.

1. Language that attacks the argument on purely emotional grounds.
2. Shouting-using words in all capitals.
3. Misspellings or grammar errors that compromise your ability to communicate.
4. Personal experiences or feelings need to be employed to make a relevant point.

Academic Integrity

A hallmark of influential educational leaders is demonstrating the highest personal and professional integrity standards. Accordingly, candidates in a doctoral program for education administration are expected to adhere to academic integrity principles stated in the Georgia Southern University Code of Student Conduct. The following statements on cheating and plagiarism are excerpted.

Use of Artificial Intelligence Software (e.g., Chat GPT)

You may use AI programs to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, biased, or otherwise problematic. You may not submit any work generated by an AI program as your own. Material generated by an AI program should be cited like other references. Submitting work generated by an AI program without proper citation is a breach of ethics and an academic integrity violation.

Cheating includes (but is not limited to):
   A. Submitting material not yours as part of your course performance.
   B. Using information or devices that are not allowed by the faculty.
   C. Obtaining and using unauthorized material.
   D. Fabricating information, research, and/or results.
   E. Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.
   F. Collaborating with others on assignments without the faculty's consent.
   G. Cooperating with or helping another student to cheat.
   H. Any other forms of dishonest behavior.

   Plagiarism includes (but is not limited to):
   A. Directly quoting the words of others without using quotation marks or indented format to identify them.
   B. Using published or unpublished sources of information without identifying them.
   C. Paraphrasing material or ideas without identifying the source.
   D. Unacknowledged use of materials prepared by another person or agency engaged in selling term papers or other academic material.

In the case of an instance of cheating or plagiarism, the instructor will record a "zero" grade for the assignment; and further, the violation will be reported to the Chairperson of the Department of Leadership, Technology, and Human Development for further action in accordance with university policies.

Reference Citations

Written work requiring references will be prepared according to the American Psychological Association Publication Manual (7th edition).

Academic Writing

Doctoral students are expected to demonstrate a quality of writing that is consistent with the norms of the professional academic community. Students who require editorial assistance in preparing a final draft for a written assignment should seek the assistance of the Writing Center. The instructor encourages students to prepare the first draft for any written assignment. However, the instructor's purpose will be to critique organization and content rather than provide line-by-line and word-by-word editorial assistance. For example, if a student needs help correcting the grammar of a paper the student should schedule a session with the Writing Center. On the other hand, if the student needs assistance organizing the topics and evaluating the research for

discussion in the paper or interpreting the research and drawing conclusions, then the student should schedule an appointment with the instructor.

Policy on First Drafts and Re-Writes
As noted above, students are encouraged to prepare the first draft of any written assignment for critique by peers. The instructor does not pre-read. Assignments may not be re-written for a higher grade (unless otherwise directed).

Student Assignments after Course Has Ended
The instructor will retain student assignments for one calendar year after the course has ended. Storage limitations necessitate that the instructor must discard electronic files after one year.

Changes to the Course Syllabus
The instructor reserves the right to change or modify course requirements, the evaluation plan, or the course schedule as necessary. If a change is necessary, the instructor will notify students in advance and in sufficient time for students to make adjustments.

UNIVERSITY POLICIES

Academic Dishonesty
Candidates at Georgia Southern University are essential to the academic community and enjoy substantial freedom within the institution's educational objectives. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity essential to each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All community members contribute actively to building a solid academic excellence and integrity reputation at Georgia Southern University.

Each candidate must know what constitutes academic dishonesty and seek clarification from the instructor if necessary. The Office of Student Conduct is located on the second floor of Russell Union (912-478-0059). Examples of academic dishonesty include but are not limited to:
- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators, or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean. Students must abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be

reported to the Office of Student Conduct and appropriate penalties imposed that could affect course grade. See Student Conduct Code, Section III. (http://students.georgiasouthern.edu/judicial/Documents/SCC.pdf)

ADA statement
Georgia Southern University is committed to providing equal educational opportunities to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of services for students. Any student who has a documented disability or needs academic accommodations should notify the SARC office so that special accommodations may be made. Accommodations are individualized and in accordance with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For more information, visit the web at: http://students.georgiasouthern.edu/sdrc/ or call 912-478-1566 (Statesboro) or 912-344-2572 (Savannah).

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibility for sustaining a caring culture, nurturing growth and fulfillment in one another and the larger communities we are a part of. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within a rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out his or her duties responsibly to preserve the integrity, quality, and decency of our environment and discourse. Everyone must engage in certain specific behaviors to accomplish the above-mentioned expectations and responsibilities. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent, and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their learning and, in return, can expect responsible teaching from the faculty member.

Course Schedule can be found in FOLIO