



**GEORGIA
SOUTHERN
UNIVERSITY**

COLLEGE OF EDUCATION

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 2019

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 course material to their own current 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 leadership is widely studied by scholars and aspiring leaders, it remains one of the least understood of all human behavior. What does it mean to “lead?” Are leaders “born” or are they “made?” What are leaders able to do that other members of an organization are not able to 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 for 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 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 in order 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 hope to understand ourselves as leaders in higher education so that we can 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 the manner in which 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. CAS: Cognitive Complexity

- Recognize and analyze political issues, problems, and opportunities for leaders in educational environments with 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 which 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, giving attention to goals for personal and professional growth. (CF 4: *Reflection and Assessment: self-assessment—leadership platform*). CAS: Intrapersonal Development

STUDENT LEARNING OUTCOMES:

At the conclusion of 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 implement appropriate leadership strategies to develop meaningful solutions that impact student learning.

SLO #3: PROFESSIONAL DISPOSITIONS

Candidates in the Educational Leadership Programs will *apply* the professional dispositions requisite of an educational leader.

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.

COURSE RELATIONSHIP TO GSU COE CONCEPTUAL FRAMEWORK (GSUCOECFC):

The Georgia Southern University College of Education Conceptual Framework underpins all the programs and courses in the College of Education, including the EdD in Educational Leadership. (See webpage at

www.georgiasouthern.edu/pdfs/cfram.pdf). The cornerstones of the Conceptual Framework consist of four commitments that are embedded in the curriculum, instructional practices, and professional community of the College of Education. Following is a list of the four commitments, each of which is cross-referenced with the objectives for this course.

1. Commitment to the Knowledge and Dispositions of the Profession:

Knowledge of the underlying constructs of P-20 educational leadership is a fundamental element of the profession. Candidate learning activities are focused on professional knowledge specifically related to understanding the various components of educational leadership as illustrated in complex educational institutions. Knowledge of leadership theories that inform practice constitutes the focus of this course

2. Commitment to Diversity:

Leadership practice, as informed by theory, can only be effective in terms of understanding needs of all stakeholders within an organization, including diverse needs of diverse people.

Candidates are exposed to the various components of educational administration, including the diversity evident throughout P-20 institutions. Candidates focus on the role of diversity P-20 leadership and how the concept of diversity has changed the education landscape. Candidates research, write and discuss how these constructs impact all learners and employees of the institution.

3. Commitment to Technology:

Candidates use technology to analyze and critique the various administrative constructs and to report their findings. Candidates use Folio and other forms of web 2.0 technology to communicate with each other, to submit their assignments, and to develop their professional portfolios. In addition, understanding gaps in access and application to and of technology is essential to the 21st century leader.

4. Commitment to the Practice of Continuous Reflection and Assessment:

Through experiences gained in their roles within P-20 education, candidates reflect on the the relationship between their personal knowledge of the various constructs in comparison with other candidates. They also critique and assess the impact of their uses of the constructs on the performance of their educational institutions.

Candidates will design their leadership platform, as informed by their reflection of leadership theory knowledge and also understand how the platform may change as new experiences and new knowledge impact their commitment to effective leadership.

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 that as a course emphasizing leadership in higher education, utilize the *CAS standards* as well. It is essential that course participants internalize these standards for the benefit of self and for those whom you 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:

The class meets face to face approximately one Saturday each month from 9:00am-12:00pm. The beginning/ending times and times for breaks can be adjusted with consensus of class members, providing minimum time requirements are met.

Fall 2019 Meeting Dates (College of Education Building)

August 24

September 21

October 12

November 16

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

REQUIRED TEXT:

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

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Houghton, P.M. & Houghton, T.J. (2009). *APA: The easy way!* (2nd ed.). Flint, MI: Baker College.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

RECOMMENDED TEXT:

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

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 is available to 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 make a point to subscribe to a regular online news source for your area of education. These services are free of charge and greatly inform your practice by providing you 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 AI Daily Plus

<http://www.academicimpressions.com/>

P-12

edWeb.net

<http://home.edweb.net/>

University Council for Ed Admin (UCEA)

<http://ucealee.squarespace.com/listserv/>

***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 students' responsibility to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration. As part of this, it is most important that students also attend the four scheduled on campus meetings.

2. Penalties for late submission of required work:

Traditionally this does not happen if students contact the course instructor prior to the due date and request an extension. Failure to do this can result in grade penalties on work submitted late.

3. Requirements for 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 objectives of the course by satisfactorily completing all summative assessment items.

4. Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of 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 even the online chat! All assignments should be completed and submitted via the Assignment TAB of the Folio system unless otherwise directed.

Due dates for assignments will be included in the learning modules and on each assignment. Assignments are due in the Assignment Tab no later than 11:30 PM of the due date. Assignments received late may result in a lower grade.

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

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

Class Participation/Written and Video LM Assignments:

As this is an online course, participation can be difficult to measure. It is important 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-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 and failure to do so 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 actively contribute to the discussion.

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 that 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 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 to create more effective discussions and activities through his or her 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, specific, and often provide other students with a new perspective or insight.
- **_21-25 Points:** Satisfactory participation demonstrates consistent, satisfactory work. Overall, 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 may 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 not able 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 completely unprepared, disruptive, and otherwise not participating. Or, the student is absent from class.

****Points going 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 (part 1 & 2):

Because we all come to leadership with previous experiences, notions of leadership, and ideas about our own 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:

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

This first draft is primarily a reflection paper, so it is not necessary to include citations, but if you do make reference to 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 do you need to do to improve as a leader to get there?

Paper 2:

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. **You are expected to include a minimum of 5 formal citations**

from the class readings AND/OR outside sources to support your ideas.

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

Paper 1 (10 points)

Paper 2 (20 points)

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

Critical Book Review and Critique:

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 I 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 will need to 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 being 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 normal patterns of reading and reporting. Generally, a book annotation and critical review contains 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 purpose of the book, 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 in an unusual or unique fashion?
- 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 page and reference page). **Students will verbally share highlights of their book with the rest of the class at our September class meeting.**

15 points

Interview Assignment and Presentation:

Each student is required to 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 a minimum of five years (unless approved by instructor).**

Each student is to create and present presentation documenting the experience AND his/her reaction to the information provided by the interviewed professional. **Half of the class will present at our October class meeting and the other half at the November class meeting.**

The presentation should be approximately 10 minutes in length with (no more than 12 minutes) and will make appropriate use of technologies (e.g., PowerPoint, Prezi, or other media). Included in the presentation should be 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 ahead of time).**

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 will be required to create and maintain a professional portfolio. You will create your portfolio in this course and add to it throughout your time in the program with a culminating grade given in your final semester. Students should create it around the October class meeting and fill in requested information by the end of the semester (including the leadership matrix assignment). Additional information will be shared in class and via FOLIO.

5 points

Final Grading Breakdown:

Assignment	Points toward final grade	
Leadership Paper 1	10	(9/2)
Book Review/Critique	15	(9/23)
Leadership Portfolio	5	(10/21 & 12/6)
Leadership Interview Project	20	(10/12 or 11/16)
Leadership Paper 2	20	(11/25)
Participation/LM assignments	30	(15 at midpoint/15 at end)
Total Points	100	

Grading Rubrics

A (90 to 100)

Exceptional quality. 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 falls short of expectations. Analysis and/or interpretation is superficial. Oral and/or written expression of the work does not meet standards normally 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 for 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 so that they can 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, both 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 fulfillment of a trust – that members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism, which is defined as, but not limited to, the following: the use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgement. The unacknowledged use of materials prepared by another person or agency engaged in the selling of 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 prior to 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 to juggle. 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 too have many responsibilities and multiple 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 make adjustments in the schedule, I will provide written a notice explaining the change.

As this is a hybrid course, attendance at the face to face meetings is MANDATORY. The format of the course is designed to maximize opportunities for class discussion; therefore, attendance is essential. Students are expected to arrive at each session on time and to remain for the scheduled time. Students who must be absent or tardy must contact the instructor(s) prior to class. **One absence from any one of the face-to-face sessions may result in a one-letter grade reduction of the final grade. Absence from two or more sessions will result in a failing grade.** The instructor may make exceptions for extreme extenuating circumstances. In cases where a student communicates with the Professor an appropriate exception, the EDLD faculty may decide to provide an alternate assignment to avoid this one-grade deduction.

An alternate assignment (as decided by the EDLD faculty based on the student's individual request and agreement that the exception does warrant an alternate assignment) may be provided so that student missing class for the approved exception has the opportunity to fulfill any extenuating professional/personal obligations while still satisfying the requirements of the faculty. These assignments evolve as the EDLD faculty collaborate and develop, are assigned with specificity, and are assigned a due date.

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.

Respect

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

How to Get the Most from this Learning Experience

- Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
- Be open. Use your imagination, consider new possibilities, and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal 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 is assigned by the university; 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 Style.
5. Support all claims with evidence.
6. Make sure anything not written by you is properly referenced.
7. Check grammar, spelling, and punctuation before submitting your paper/project.
8. All assignments submitted must conform to the conventions of scholarly/academic writing 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 value of theories; make choices based on reasoned argument; verify 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.

It is expected that ALL submitted work 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 prior to submission for a grade and make use of 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 will be required to be up-to-date with readings, discussions, activities, assignments, and/or reflections.

Instructional Strategies/Activities/Technology

This course is designed to provide the learner with the opportunity to link the theoretical issues presented in the readings with the practical aspects concerning 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 of a Windows-based computer program.
2. Use of and access to Microsoft Office program, in particular Microsoft Word.
3. Must have Internet access and ability to log on to the Internet.
4. Ability and access to the use the Folio system.
5. Must have a working GSU email address.
6. Students must log into/check Folio on a regular basis (every day, if possible).
7. Must update user profile and email address on the Folio system.
8. Some assignments will be posted in the Assignments folder. Students must post specified assignments, class work and quizzes in the corresponding Discussion Board forum.
9. All questions relating to the course or course work should be posted on Discussion Board for the benefit of the entire class.
10. 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. You will use the link [BROWSE] and [SUBMIT] of this page. All assignments will be submitted this way. Please ensure that you hit the browse only button after completion of the assignment. Clicking the "OK" button will turn in your assignment.
4. Please ensure that you hit the Submit button after completion of 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)

Grade points will be awarded for weekly discussion postings (your original and your responses to other students' postings). Your participation and contributions will be considered vital components of the build up to and actual implementation of the Final Project. 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 an ability to handle assigned material with a degree of proficiency (e.g., demonstrated through the type of questions and issues raised consistently and reflecting a 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 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 that 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, and research from outside class, personal experiences, and available handouts.
4. Please remember to maintain an even ratio between the threads you begin and those that you respond to.
5. When you submit assignments (postings) to the Discussion Board, if possible, 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 can prove to be very reflective and engaging in terms of ideas, arguments, and different and often unique personal experiences regarding the topics being addressed. In order to ensure that we are able to deal honestly, respectfully, and at the same time critically with the subject matter, particularly 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 engaging in 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 given the opportunity 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 that are not clearly employed to make a relevant point.

Academic Integrity

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

Cheating includes (but is not limited to):

- A. Submitting material that is 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 the selling of 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 Publication Manual of the American Psychological Association (6th 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 a 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 in organizing the topics and evaluating the research for discussion in the paper or with 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 a 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 make changes to or modify course requirements, the evaluation plan, or the course schedule as may be necessary. In the event 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 an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. 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 as essential part of each

candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly 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 who has been 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 are expected to 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 an equal educational opportunity to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of services for the students. Any student who has a documented disability or is in need of academic accommodations should notify the SARC office in order 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 cultural 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 responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. 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 rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out responsibly

his or her duties for preserving the integrity, quality, and decency of our environment and our discourse. In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. 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 own learning and, in return, can expect responsible teaching from the faculty member.

Tentative Course Schedule

Learning Module/Week	Topic	Readings/Assignments
Week 1 8/19 CLASS MEETS on 8/24	What is Leadership? APA Style/Format Overview Introductions and Course Overview	<i>Discussion posting on introduction due by 11:30pm Thursday.</i> Northouse Ch. 1 Review Houghton & Houghton (whole book) Roberts & Hyatt Ch. 7
Week 2 8/26	The Organization and Leadership	Additional Readings <i>Leadership Philosophy Paper 1 due 9/2</i>
Week 3 9/2	Person-Centered Theories (Trait, Emotional Intelligence, Mindfulness Strengths)	Northouse Ch. 2 Additional Readings
Week 4 9/9	Theories of Production and Effectiveness (Behavioral, Situational, Path-Goal)	Northouse Ch. 4, 5, & 6
Week 5 9/16 CLASS MEETS 9/21	Leadership Ethics & Decision Making	Northouse Ch. 13 <i>Final Book Review Due 9/23 (bring notes to class to discuss)</i>
Week 6 9/23	Group-Centered Theories (LMX, Team)	Northouse Ch. 7 & 14

Week 7 9/30	Relationship-Centered Theories (Connective, Relational)	Additional Readings
Week 8 10/7 CLASS MEETS 10/12	Theories of Transformation (Transformational, Servant) Overview of Leadership Portfolio Class Presentations	Northouse Ch. 8 & 10 <i>Doctoral Timeline Due</i> <i>Leadership Interview presentations part 1</i>
Week 9 10/14	Vanguard Theories (Adaptive, Followership, Authentic)	Northouse Ch. 9, 11, 12 <i>midpoint reflection due 10/21</i>
Week 10 10/21	Skills, Motivation and Management (Distributive, Theory X/Y, 4 Frames)	Northouse Ch. 3 Additional Readings
Week 11 10/28	Gender and Leadership	Northouse Ch. 15 & 16 Additional Readings
Week 12 11/4	Power and Politics	Additional Readings
Week 13 11/11 CLASS MEETS on 11/16	Executive Leadership Leadership Panel Class Presentations	Additional Readings <i>Leadership Interview presentations part 2</i>
Week 14 11/18	Leadership and Global Engagement	Additional Readings <i>Leadership Philosophy Paper 2 due 11/25</i>

Week 15 11/25	THANKSGIVING BREAK	
Week 16 12/2	Next steps and the Path forward Course Evaluations	Additional Readings <i>Final Portfolio Due 12/6</i> <i>(include final leadership matrix chart)</i>
Week 17 12/9	Finals Week	

*Professors reserve the right to amend the syllabus and/or course schedule at any time.
Appropriate notice will be provided students.*