



Course Syllabus

EDLD 9634: Research Seminar IV *(3 Credits)*

College of Education (COE)
Leadership, Technology, and Human Development (LTHD)
Educational Leadership (EDLD)
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Semester: Spring 2021

Saturday, January 23, 2021

EDLD 9634: Research Seminar IV

INSTRUCTOR CONTACT:

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Office Hours: Tuesday and Thursday 3:00-5:00; by Appointment Virtually or In Office as Scheduled

COURSE CATALOG DESCRIPTION:

EDLD 9634 Research Seminar IV

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The fourth in a four-course series provides students with the opportunity to develop and complete their Educational Leadership Portfolio to showcase their Tier II work as a doctoral student to transition into Tier III of the dissertation phase as a doctoral candidate. This course will focus on compiling and presenting a Reflective Program Portfolio as well as refine their research agenda to be able to present their doctoral achievements and outcomes to a community of scholars.

Prerequisite(s): Minimum grade of "C" in EDLD 9633.

COURSE RATIONALE:

This doctoral level course critically examines various concepts related to the dissertation process (Pre-Prospectus phase). Authorship and successful defense of the dissertation is the culminating demonstration of scholarly accomplishment in a program of doctoral study prior to transitioning to Tier III. Accordingly, the dissertation is original in its conceptualization of a problem, comprehensive in its discussion of relevant professional literature, skilled in its research design, thorough in its collection and analysis of data, and articulate in the presentation of its conclusions. Toward these ends, this four-course sequence for Research Seminar I, II, III, and IV is designed to assist students as they transition through the EdD program to commence with the conceptualization, writing, and research processes that lead to the dissertation. Upon completion of the four-course sequence, candidates will have prepared a well-developed draft of their dissertation pre-prospectus, enabling them to undertake the next steps of forming a dissertation committee and preparing the Pre-Prospectus for defense. The four-course sequence will emphasize skills in academic writing and research design, as well as practical aspects of managing a research project. The classes will be conducted in seminar fashion, with students periodically presenting and defending their work in various stages of completion. In addition, candidates will participate in small group, writing workshop activities for critiquing one another's work, as well as the work of accomplished scholars.

COURSE OVERVIEW:

Please note that this is a fully online course. See course schedule for virtual meeting dates via Google Meet / Zoom.

COURSE OBJECTIVES/SUBJECT MATTER CONTENT OUTLINE:

Throughout this course, the learning modules based on the course objectives will direct you to resources that are relevant for the course topics. Online activities will vary. Due dates for assignments will be included in the Folio Modules for each assignment. Assignments are typically due no later than 11:30 PM of the due date. Assignments received late may result in a 50%-point deduction. Folio Modules will be posted weekly or may be released as appropriate in advance. On the days that we meet virtually, candidates are expected to be ready to discuss the topics reviewed in the prior Modules or as identified for class preparation. See the tentative Course Schedule for additional information (subject to change as needed). In addition, students are expected to bring a fully-charged laptop to each virtual class meeting on January 23, February 27, March 27, and April 24, 2021. We will be meeting via Google Meet / Zoom.

PROGRAM 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):

Student Learning Outcomes (SLOs):

PLO #1: KNOWLEDGE AND SKILLS

Candidates in the Educational Leadership Programs will identify appropriate professional knowledge and skills of an educational leader.

PLO #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.

PLO #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 judgements 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.

PLO #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 STUDENT LEARNING OUTCOMES:

SLO #1: To enhance skills in academic writing.

SLO #2: To enhance skills in scholarly practitioner research

SLO #3: To enhance skills in delivering oral presentations to professional audiences.

SLO #4: To identify current problems of practice in educational leadership and the interrelationship of educational philosophy, theory, and practice in educational leadership.

COURSE: RESEARCH SEMINAR I RELATIONSHIP TO CONCEPTUAL FRAMEWORK:

The Georgia Southern University COE Conceptual Framework underpins all the programs and courses in the College of Education, including the EdD in Educational Leadership. The cornerstones of the Conceptual Framework consist of four commitments that are embedded in

the curriculum, instructional practices, and professional community. Following is a list of the four commitments, each of which is cross-referenced with the objectives for this course and are in alignment with the COE Conceptual Framework:

Commitment to the Knowledge and Dispositions of the Profession: Candidates must possess adequate knowledge of the subject matter they plan to teach, a thorough understanding of central concepts, tools of inquiry, structures of their respective fields, and an understanding of professional, state, and institutional standards of the profession. Candidates must also be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development in the educational process. Candidates must be grounded in a strong ethical foundation and have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context.

Commitment to Diversity: Candidates must understand the history of the educational profession and be able to demonstrate a willingness to view knowledge as a personal construction affected by their own cultural beliefs. Candidates must also recognize their responsibilities to, and the rights and needs of, all students. Students must be able to enhance students' learning by addressing diverse learning styles and abilities, by taking into account each individual's physical, cognitive, emotional, and social development.

Commitment to Technology: Candidates must recognize the critical role of technology in all facets of the educational process and experience and integrate broad range of technologies for the benefit of all students.

Commitment to the Practice of Continuous Reflection and Assessment: Candidates, as reflective educators, must continually engage in self-assessment and assessment of student learning. Candidates must be able to evaluate the results of past actions and use information to anticipate or plan for the future. Candidates must develop the ability to define and frame a problem, consider reasoned courses of action, act, and reflect on the appropriateness of their actions.

STANDARDS:

The Educational Leadership Doctor of Education Program conforms to the standards of the Carnegie Project on the Education Doctorate (CPED). A detailed list of those standards can be found at the end of this syllabus.

KEY ASSESSMENT:

At the conclusion of the EdD Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following requirements as outlined in the Key Assessments (KAs) and Student Learning Outcomes (SLOs):

Key Assessments Crosswalk Aligned with Courses and Standards				
Key Assessment Number	Key Assessment Name	Key Assessment Rubric	Key Assessment Checkpoint	Standards Alignment: SLO

Key Assessment NA	NA	NA	NA	NA
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TEXT AND RESOURCE MATERIALS:

Order your textbooks immediately.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed./7th ed). Washington, DC: APA.

Creswell, J. W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed). Thousand Oaks, CA: Sage.

Galvan, J. L. & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, New York: Rutledge Publishing.

Roberts, C. M. & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed). Thousand Oaks, CA: Sage.

ADDITIONAL RECOMMENDED RESOURCES:

Bass, B. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications*. New York, NY: Simon and Shuster.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Murphy, J., & Louis, K. S. (Eds.) (1999). *Handbook of research on educational administration*. San Francisco, CA: John Wiley and Sons.

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). New York, NY: Longman.

Recommended Journals of General Interest in Educational Administration:

On research in educational administration:

Educational Administration Quarterly

International Journal of Leadership in Education: Theory and Practice

Journal of Research on Educational Administration

Journal of Research on Leadership Education

Journal of School Leadership

Leadership Quarterly

Educational Researcher

American School Board

Journal of Educational Leadership

Phi Delta Kappan

School Administrator

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, Ms. Kay Coates (kcoates@georgiasouthern.edu) 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>

COURSE DESIGN/OVERVIEW:

The four-course sequence, which consists of Research Seminar I, Research Seminar II, Research Seminar III, and Research Seminar IV, is designed with the following goals in mind, all with the intended purpose of contributing to the development of the candidate as a scholar-practitioner:

To identify current issues and problems in the administration of complex educational organizations.

To critique reports of educational research, evaluation, opinion, and general knowledge that have an impact on educational administrators.

To synthesize research reports into a coherent discussion that informs research of a specific problem in educational administration.

To evaluate the applicability of various research methods for researching problems and issues in educational administration and to select appropriate methods for conducting a specific research project.

To discuss the interrelationship of educational philosophy, theory, and practice in educational administration.

To apply appropriate professional standards and follow guidelines (e.g., APA Publication Manual) in the preparation of a manuscript.

To create and sustain a community of professional educators whose practice is informed by research.

To enhance skills in academic writing.

To enhance skills in delivering oral presentations to professional audiences.

To prepare the first half of a preliminary dissertation pre-prospectus for presentation to a potential dissertation chair.

COURSE PROJECTS for EDLD 9634, RESEARCH SEMINAR IV:

Understanding the EdD:

Candidates will study the literature on the reconceptualization of the Doctor of Education degree and the dissertation of practice vis-à-vis the Carnegie Project on the Education Doctorate (CPED). Students will complete a preliminary CPED Principles Survey Assessment (Topic Form) provided electronically via a survey link and will work to refine this survey and resubmit at the conclusion of Research Seminar I via an additional link. Lastly, students will refine again in Research Seminar II, III, and IV. The survey will ascertain student's understanding of the CPED Principles, including working as a

scholarly practitioner to solve a Problem of Practice (POP) with a focus on social justice all leading to the Dissertation in Practice (DIP).

Pre-Prospectus and Academic Writing/Portfolio:

Throughout the four-course sequence of EDLD Research Seminar, candidates will work toward identifying a problem or practice that has the potential to be solved through research and, subsequently, the implementation of the study findings. In order to achieve that, candidates will identify a problem in P-20 education that pertains to educational leadership, read, analyze, synthesize, and present in writing the associated scholarship use an appropriate methodology/ies to collect and analyze data, and present the findings of the research as they pertain to the identified problem. As a first step in this scientific process, each candidate will prepare an overview of her/his doctoral work via a Portfolio for presentation to a dissertation committee. For this course, the focus will be on compiling a final Doctoral Portfolio This overview is the Portfolio, which will be the culminating projects for each of the four courses as students work to refine their Portfolios and improve their academic knowledge and writing skills through their doctoral coursework.

ASSESSMENT: Portfolio and Research Agenda

Evaluation Plan	Points
Portfolio In Progress	50
Portfolio Presentation (final) / Five Minutes	50
Infographic	100
Infographic Presentation/ Three Minute Thesis Final	50
Peer Review of Inforgraphic	25
Discussion Forums	50
Class Activities Engagement	75
Total Points=400	

Face-to-Face Class	Activity
Class 1- Jan. Jan. 23, 2021	Portfolio Work / Progress-Sharing Out

Class 2-Feb. 27, 2021	Infographic Workshop
Class 3-Mar. 27, 2021	-Infographic Presentation / Research Agendas / Three Minute Thesis
Class 4-Apr. 24, 2021	-Doctoral Progress Discussion

Grading System:

Letter Grade	Percentage	
A	100-90 points	
B	89-80 points	
C	79-70 points	
D	69-60 points	Any grade below a “C” does not count in graduate work; course must be repeated.
F	Below 60 points	

Important Assessment Information on Practices:

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 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.

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.

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.

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.

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

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.

COURSE POLICIES

Overview

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.

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.

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.

Students' General Responsibilities

Attendance is required.

Participation is required.

Students are responsible for the timely completion of required readings.

Everyone is expected to submit assignments at the scheduled times.

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.

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 instructors, we too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course. 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. In addition, responsible attendance means that you will plan your schedule so that you can manage your time in order to enable you to complete your assignments and assessments on or before the date they are due. Late submission of an assignment may result in the loss of a letter grade for that assignment. For our part, we have provided a syllabus with a schedule listing module sessions and due dates for assignments and assessments. We will work to keep the course on the published schedule. If it is necessary to make adjustments in the schedule, we will provide written notice explaining the change.

Academic Integrity / 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 an 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 Judicial Affairs is located in Russell Union room 2023 (912 486-7301). 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 Judicial Affairs and appropriate penalties imposed that could affect course grade. See Student Conduct Code, Section III. The Office of Student Conduct is located on the second floor of Russell Union (912-478-0059).

(<http://students.georgiasouthern.edu/judicial/Documents/SCC.pdf>)

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):

Submitting material that is not yours as part of your course performance.

Using information or devices that are not allowed by the faculty.

Obtaining and using unauthorized material.

Fabricating information, research, and/or results.

Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.

Collaborating with others on assignments without the faculty's consent.

Cooperating with or helping another student to cheat.

Any other forms of dishonest behavior.

Plagiarism includes (but is not limited to):

Directly quoting the words of others without using quotation marks or indented format to identify them.

Using published or unpublished sources of information without identifying them.
Paraphrasing material or ideas without identifying the source.
Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
Self-plagiarism

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.

Writing Standards

All written work should be double-spaced with one-inch margins.
Please use Times New Roman font, size 12.
Include a page number on all pages except your title page.
Use references (frequently) and quotes (sparingly) to strengthen your writing. Follow APA Style.
Support all claims with evidence.
Make sure anything not written by you is properly referenced.
Check grammar, spelling, and punctuation before submitting your paper/project.
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: <i>analyze, separate, order, explain, connect, compare</i>
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Synthesis	<p>Make generalizations from given facts; relate knowledge from several areas; draw conclusions, integrate into own experience</p> <p>Writing Cues: <i>combine, integrate, modify, create, design, rewrite</i></p>
Evaluation	<p>Compare and discriminate between ideas; assess value of theories; make choices based on reasoned argument; verify value of evidence</p> <p>Writing Cues: <i>assess, measure, recommend, discriminate, support, evaluate, conclude</i></p>

Submission Guidelines for Assignments

Create your assignment in a “Word Document” (or whatever you use) and save a copy. Submit your assignment/posting to the instructor using the Assignment feature, which will take you to the Assignment Screen.

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.

Please ensure that you hit the Submit button after completion of the assignment. Clicking the Save button will not turn in your assignment.

The instructor will grade your submission and give you feedback.

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.

Late Submissions

Students may be penalized for assignments, which are submitted late. Consistently late assignments can impact the final 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.

Communication:

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.

Communication Away from Class

The nature of your program 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.

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.

Language that attacks the argument on purely emotional grounds.

Shouting-using words in all capitals.

Misspellings or grammar errors that compromise your ability to communicate.

Personal experiences or feelings that are not clearly employed to make a relevant point.

Course Requirements and Expectations Specific to Online Teaching and Learning

Internet access and ability to log on to the Internet.

Ability and access to the use the Folio system.

Must have a working GSU email address.

Must log into/check Folio on a regular basis (every day, if possible).

Must update user profile and email address on the Folio system.

Some assignments will be posted in the Assignments folder. Students must post specified assignments, class work and quizzes in the corresponding Discussion Board or DropBox forum. All questions relating to the course or course work should be posted on Discussion Board for the benefit of the entire class.

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, discussions, 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 the *Assignments*, *Announcements*, and/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.

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: Is the student fully engaged in the online class discussions through the Discussion Board? 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?). 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:

It will be at least 4 to 6 sentences long.

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.

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.

Please remember to maintain an even ratio between the threads you begin and those that you respond to.

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.

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. After an assignment is due, however, it may not be re-written for a higher grade. The instructor does not pre-read.

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.

Assessments

Assessment rubrics are provided for each assignment and can be found on the course Folio under *Course Rubrics*.

Support Services for Students with Disabilities

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).

Changes to the Course Syllabus

The instructors reserve 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.

PROGRAM STANDARDS

The Georgia Southern University Doctor of Education in Educational Leadership Program conforms to the standards of the Carnegie Project on the Education Doctorate (CPED) Principles. The following is a detailed list of those standards.

CARNEGIE PROJECT ON THE EDUCATION DOCTORATE PRINCIPLES

The following information has been provided by CPED for use by the College of Education and EDLD faculty based on membership in the Project. These materials are property of CPED and are used with permission of the CPED Executive Director.

Education Doctorate Definition and Working Principles

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Carnegie Project on the Education Doctorate Design: Concept Definitions

The CPED Consortium offers those seeking to redesign their EdD. programs a set Working Principles and Design Concepts that provide an architecture that honor local context rather than a prescription for program design. The Design Concepts each offer specialized descriptions of program components that support the development of the Scholar Practitioner, which offers an

all encompassing definition of the skills and abilities that a graduate from a CPED EdD. program should possess.

Carnegie Project on the Education Doctorate Design: Scholarly Practitioner

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Carnegie Project on the Education Doctorate Design: Signature Pedagogy

Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Carnegie Project on the Education Doctorate Design: Inquiry as Practice

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry as Practice is the ability to use data to understand the effects of innovation. As such, Inquiry as Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Carnegie Project on the Education Doctorate Design: Laboratories of Practice

Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Carnegie Project on the Education Doctorate Design: Problem of Practice

A Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Carnegie Project on the Education Doctorate Design: Dissertation in Practice

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The instructors reserve the right to make changes to or modify the Course Syllabus or Course Schedule as may be necessary. In the event a change is necessary, the instructor will notify students in a timely manner for students to make adjustments as needed.