ID 705: Research Colloquium
Department of Educational Leadership
Section 800; CRN 37527
Fall 2026

Course Professor
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Course Details

Communication

My office hours are **Mondays from 3:30-5:30 ET** via Zoom or by request. You are welcome to communicate with me using whichever mechanism is most comfortable for you: phone, video chat, email, etc. **Email or the Canvas course email message system is the most efficient and reliable way to communicate with me; I make it a priority to respond to queries within 24 hours.**

Prerequisites

This should be one of the last courses students take prior/during comprehensive exams (depending on how department structures exams). Students need permission of the department chairperson, as this course is open only to advanced doctoral students. Qualitative, quantitative, or mixed research methods are required.

Clinical experience

None required.

Course Meeting Times

Synchronous Session Dates (Log in Live or View Recording)

This course includes THREE synchronous Zoom sessions. Please log in to these live sessions (if possible) to benefit by asking questions and engaging with your instructor and peers. If a student cannot log in to a live session, please view the recording soon after the event. During the sessions, your professor provides guiding information for chapters 1, 2, and 3 of your dissertation proposal and also responds to needs and requests driven by students in the Q & A portion of the sessions. The dates and times are intentionally scheduled on varied days/times to improve the chances that all students can log in for at least a couple of the meetings. Your instructor will email the Zoom meeting links via Canvas announcements.

1) **Thursday, August 27 @ 4:00-5:00 p.m. ET**
2) **Thursday, September 17 @ 10:00-11:00 a.m. ET**
3) **Wednesday, October 7 @ 4:00-5:00 p.m. ET**

Required Texts

1. *Use whichever APA manual your department recommends.*

   American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.).* Washington, DC: American Psychological Association.

2. *You may use the second, third, or fourth edition of the Roberts' text listed below.*

   Roberts, C. & Hyatt, L. (2024). *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending your Dissertation* (3rd Edition). Thousand Oaks, CA: Corwin.

Optional Texts/References

You will be responsible for selecting your own methods texts with professor assistance.

Bloomberg, L.D. & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end.* Los Angeles, CA: Sage.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York: Holt.

Booth, W.C., Colomb, G.G., & Williams, J.M. (2003). *The craft of research.* Chicago: Un. of Chicago Press.

Butin, D.W. (2010). *The education dissertation: A guide for practitioner scholars.* Thousand Oaks, CA: Sage.

Cottrell, R.R. & McKenzie, J.F. (2011). *Health promotion & education research methods: Using the five-chapter thesis/dissertation model* (2nd ed.). Sudbury, MA: Jones & Barlett Publishers.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage. 125-140.

Glatthorn, A.A. (1998). *Writing the winning dissertation: A step-by-step Guide.* Thousand Oaks, CA: Corwin Press.

Hart, C. (2007). Doing a Literature Review: Releasing the Social Science Research Imagination. Thousand Oaks, CA: Sage.

Krathwohl, D. R., & Smith, N. L. (2005). *How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences*. Syracuse University Press.

Miles, M.B., & Huberman, A.M. (2013). *Qualitative data analysis: A methods sourcebook.* Thousand Oaks, CA: Sage.

Miller, A.B. (2009). *Finish your dissertation once and for all! How to overcome psychological barriers, get results, and move on with your life.* Washington D.C.: American Psychological Association.

Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications Co.

Single, P. B. (2009). *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Stylus Publishing, LLC.

Course Overview

Content

This course is designed to facilitate dissertation proposal writing. Proposals consist of drafted chapters 1-3 (introduction, literature review, and methods). Chapter 1 should include a dissertation topic/problem, and define the structure of the work for the introduction. Chapter 2 includes the literature review organized to highlight key themes, topics, and analysis aligned to the dissertation topic. Chapter 3 describes the methods for the specific dissertation research study that aligns with the research questions and describes either a qualitative, quantitative, or mixed methods approach. Students will move at their own pace through the materials (given that each student's entrance preparation varies), but need to meet the major course deadlines. To that end, students will create a plan of study at the beginning of the course, which will be mutually agreed upon with their professor.

The ambitious doctoral student will take advantage of this course to prepare a thorough draft of their dissertation proposal to facilitate degree completion. The course is designed predominantly as an independent study; to that end, not only is written work required (as discussed below), but individual meetings will be scheduled during key, designated time periods to foster progress throughout the course.

Conceptual Framework

Expertise. Candidates in this course will obtain critical knowledge, skills, and dispositions that will contribute to their academic development. Students will increase their expertise in a field of interest. Students will be exposed to traditional and emerging perspectives of the literature review in research. Students will receive training in efficient use of the Ball State University Library resources, develop skills useful in identifying and synthesizing quality research studies in their topic of interest, and to engage in argumentative analysis. In addition, students will learn techniques for organizing and expressing their ideas, as well as mapping and analyzing ideas. Finally, an objective of the course is for students to write a significant portion of their dissertation proposal.

Engagement. Candidates in ID 705 engage with classmates and the scholarly literature on a topic of interest for their dissertation. Candidates immerse themselves in genuine research and academic writing. Assignments require students to apply search strategies, analyze and evaluate others' writing, organize data and materials, and write and present a dissertation proposal that is intellectually rigorous.

Context. To effectively create a dissertation proposal, candidates in ID 705 must understand the broader context within which academic scholarship functions. In this course, candidates develop necessary skills, concepts, and dispositions as they complete assignments related to scholarly activity. Candidates will be supported to develop a critical synthesis of published research that addresses an important question, problem, or issue in education currently and to uniquely make a contribution to that area of knowledge. In addition, candidates will develop a plan for their methods necessary to conduct their research.

Course Objectives

1) The student will write chapters 1, 2, and 3 of their dissertation proposal by the end of the semester.

2) The student will create their own individualized plan of study to make consistent progress in their dissertation proposal writing to meet their goals.

3) The student will identify and utilize essential resources aligned to their dissertation topic, approach, and methods along with feedback from professors to prepare a well-structured dissertation proposal.

4) The student will engage in synchronous live sessions and one-on-one meetings with their professor to enhance their understanding of high-quality writing aligned to APA, BSU, and doctoral research standards for their field of study.

Course Expectations and Requirements

The requirement for this course is to draft dissertation chapters 1-3. An expectation of the course is for students to write their first draft of their dissertation proposal and meet or exceed the minimum expectations for each section as detailed below. Within the defined parameters, students will create goals for themselves and the instructors will help with the mapping, and reaching of such goals. For example, an ambitious (but reasonable) goal is that by the end of the semester, students will have strong drafts of their introduction, literature review, and methods sections. Students will demonstrate their knowledge and skill in completing the following:

- **CHAPTER 1: Write a quality introductory chapter** (up to 5 pages)
    - Develop a line of logic from the problem statement to the research questions;
    - Include a thoughtful purpose of the study section;
    - Argue for the significance of the proposed research; and
    - Define key terms within the context of the study.
- **CHAPTER 2: Write a quality literature review chapter based on the course criteria** (minimum 20 pages with 40 citations for a new student; minimum 25 pages with 50 citations for former EDAD 792 students)
    - Critically read and analyze the literature in area of interest;
    - Synthesize the literature;
    - Select an organizational framework; and
    - Develop a theoretical or conceptual framework.
- **CHAPTER 3: Write a quality methods chapter to respond to research question(s)**
    - Select appropriate methods to respond to research question(s);
    - Select appropriate data source(s).
    - Describe the plan for data collection.
- **CHAPTERS 1-3: Write a final draft of chapters 1, 2, and 3 based on feedback and planning which demonstrates refinement of dissertation proposal**
    - Refine chapter 1 introduction;
    - Refine chapter 2 literature review; and
    - Refine chapter 3 methods.

Assignments

Please carefully review the Canvas site for detailed information about each assignment. Some broad guidelines are provided here in the syllabus, but the Canvas online course includes more details and rubrics for each chapter and assignment submission.

Plan of Study

Early in the course, students are required to complete a plan of study for the semester. This plan of study will provide an overview of the student's work to date, goals for the semester, timeline, deliverables, methods texts, and scheduled meetings with instructors. Please see the Plan of Study template in the Canvas Course assignment.

Iterative Proposal Drafts for Chapters 1, 2, and 3

Students will work on evolving proposal drafts for chapters 1, 2, and 3 (Introduction, Literature Review, and Methods) throughout the semester. Given that this course is structured as an independent study/workshop, students will make progress at their own rate while meeting required course deadlines to demonstrate progress and receive instructor feedback. Students may include questions and comments as embedded comments with each draft to guide instructor feedback.

Required 1:1 Individual One-On-One Meetings with Professor

Students will request meetings with their instructor during the designated windows right after each chapter due date. The Canvas course outlines logistics for planning these meetings. Students will schedule a **minimum of TWO individual meetings** with their instructor by viewing the instructor's open time slots and emailing their instructor the Zoom meeting link. Submit your latest proposal draft to your instructor at least 48 hours (business days) before the meeting to allow adequate time for instructor feedback.

Please save your proposal as a word document with the following title:
LastName-Proposal-Date.docx

Final Proposal Draft of Chapters 1, 2, and 3

Students will consider feedback from professors that includes written and verbal guidance offered in Canvas and during 1:1 individual meetings when revising their proposal drafts for the final proposal submission. Students may also choose to adjust proposals as they review literature, additional guiding texts, and/or logistics regarding the design of their study. As students continue developing their proposal for each chapter, it is expected that the proposal ideas and details will evolve to reach a more refined version for the final proposal draft.

Class Group Chat (Optional)

Students may choose to engage in the class group chat, an online discussion board in Canvas, to ask questions, brainstorm ideas, and receive feedback and encouragement from class peers and their instructor. The group chat is not graded. I also encourage you to interact with your classmates and reach out to your dissertation committee chair or members as needed to support you during your dissertation journey.

Assignment Due Dates

All assignments are due in Canvas by 11:59 p.m. on the due date.

Assignment	Due Date
1) Plan of Study	**Monday, August 31**
2) Chapter 1 Proposal Draft	**Monday, September 14**
3) First One-on-One Zoom Meeting with Instructor	**September 10-29 (to be scheduled)**
4) Chapter 2 Proposal Draft AND Chapter 3 Outline	**Monday, October 5**
5) Second One-on-One Zoom Meeting with Instructor	**October 2-16 (to be scheduled)**
6) Chapter 3 Proposal Draft	**Monday, November 9**
7) Final Draft of Chapters 1, 2, and 3	**Monday, December 7**

Criteria for Assessment

All of the assignments will be given feedback according to these criteria:

- **Substance:** Care and thoroughness in completing the assignment; evidence that you have worked hard, reflected carefully on what you are doing, and polished the final product; quality and integrity of the ideas, methods, and materials that are represented in the assignment; evidence that you have thought seriously about the activity, utilized what I have covered in class, and approached the assignment with a deep and broad range of thought.

- **Style and Form:** Quality of the writing and format of the assignment; evidence of a well-organized, well-written, and carefully proofread product. In this course you need to use APA formatting for all assignments.

Grading

Much like the assessment of dissertation work, candidates will be expected to revise and resubmit assignments until the final product is deserving of an A grade for the course. Students must meet minimum course requirements to earn an A. An A for 3 credit hours requires a minimum of three well-constructed chapters that align with a minimum draft proposal.

Students who work steadily throughout the semester, stick to the timeline they created, turn in drafts promptly, comply with assignment expectations (as outlined in the syllabus and in the Canvas rubrics), participate in at least TWO required one-on-one meetings with the instructor, and respond to instructor feedback by improving their documents will be able to earn an A. Students will be graded on what they produce for each submission and on their final revisions submitted by the end of the semester. To this end, proposal drafts will be graded based on meeting expectations for each chapter submission along with feedback to guide future drafts.

BSU Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

Assignment Rubrics in Canvas

Please see the rubric in Canvas for details outlining the expectations for each assignment.

Submission of Late Assignment Policy

Doctoral students who are nearing the end of their journey are expected to meet deadlines. If a student turns in any assignment late, 10% points will be deducted per week, which may result in an overall course grade below an A. **No assignments for this course will be accepted after December 9, 2026**.

Requirements to Earn a Passing Grade for the Course

By the end of the course, the student must submit Chapter 1, Chapter 2, and Chapter 3 dissertation drafts that meet the expectations outlined in the syllabus and the Canvas rubric to earn a passing grade for this course.

Extenuating Circumstances

If a student experiences an extenuating circumstance during the semester (e.g., personal medical emergency, family emergency, etc.), it is important to communicate with the instructor as soon as possible. An assignment extension requires approval of the instructor and is determined by the instructor based on information provided by the student in a timely manner before the due date. **Course incompletes are determined by the instructor and rarely granted. A request for a course incomplete requires the student to submit information to the instructor for review before the end of the semester course.**

Learners with Special Needs

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or via Disability Services email.

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or via Disability Services email.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Proceed with caution if you choose to utilize **Artificial Intelligence (AI)** to support your learning, since the information generated cannot be deemed reliable. Do not submit content generated by AI for your assignment submissions in place of your own writing or ideas. If you reference information you learned via AI when you prepare your assignments, include a citation for it with a URL link. If you have any questions regarding allowable uses of AI during this course, contact your instructor prior to use on any assignment submissions. Any violation of this AI policy will be considered academic dishonesty.

Plagiarism

Citations on your proposal/dissertation must be meticulous. Give credit for every source; it is incredibly important not to plagiarize other people's work.

Certainly, wise students will have completed several papers on a topic of interest in other courses. Because your dissertation is iterative, you will use some of your writing from previous courses. This writing can be revised and reorganized per literature review criteria and instructor feedback.

The Educational Leadership Department has implemented a new policy regarding plagiarism. Students will now submit your proposal and dissertation through a plagiarism checker prior to submitting to the committee.

Attendance

This is an online course with THREE synchronous class meetings and TWO individual meetings. Synchronous classes will be video recorded and a link posted to Canvas. For online courses, regular attendance includes checking Canvas postings and announcements weekly, participating in all required course activities and assignments, and corresponding with the professor as needed per the course requirements.

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit the BSU Title IX website or contact the Title IX Coordinator at 765-285-1545 or at the Title IX Coordinator email.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen.

The Student Action Team also coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found at the Ball State University Counseling Center website.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or go to the Speaking Center website to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.
Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT)**.**

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's FERPA and Privacy and Protection.

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

Academic Support Services

The Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to the BSU Writing Center website. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!

The Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit my.bsu.edu and click on "Navigate" in the Additional Tools Section, or just go directly to the Learning Center website to make an appointment.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about all of our programming, see the Learning Center website or call 765-285-1006. Follow us on Instagram: BallStateLC.

Technical Support

The Ball State Technology HelpDesk is designed with the IT support needs of Ball State online learners in mind. This includes phone and online chat support.

Technology HelpDesk and Desktop Support
Bracken Library (BL) 101
Ball State University
Muncie, IN 47306

Phone: 765-285-1517
Toll-Free: 1-866-771-3276

HelpDesk Hours Available

At the Technology HelpDesk site, you may access the IT knowledge base, find answers to frequently asked questions, report a technology issue or request assistance, check on the status of your ticket, review your ticket history, join a remote assistance session and much more.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.

Welcome to the Department of Educational Leadership! We are excited that you are taking courses in our department and strive to improve your leadership skills.