

# Spring 2026 – Online Course

## EDLD 9435: Transformative Educational Leadership Practice II

Georgia Southern University | College of Education | Department of Leadership, Technology, & Human Development



Instructor:	Elise J. Cain, PhD
Instructor Pronouns:	She/Her/Hers
Email:	ecain@georgiasouthern.edu <b>(This is the best way to contact me)</b>
Office Phone:	912-478-5341
Office Location:	COE 3124
Office Hours:	<p>Tuesdays, 9:00 am to Noon (online or in-person) and by appointment</p> <p>*Meetings can be scheduled in person, by telephone, or via web conferencing.</p> <p>*Please email me to set up a time to meet.</p> <p>*Note, I work many more hours than listed here, and I promise to be available to meet with you. I also recognize that many of you may be unavailable during regular business hours, so I am happy to schedule meetings outside of regular business hours, including evenings and weekends, if needed.</p>
Online Synchronous Class Session Dates, Time, and Location	<p>January 24, February 21, March 28, &amp; April 25</p> <p>9:00 pm to 12:00 pm</p> <p>Online via Zoom (I will send calendar invitations with Zoom links)</p>

## Course Descriptions and Rationale

### Prerequisite:

Admission to the Stage II Ed.D. cohort in Educational Leadership or with permission of the instructor.

### Catalog Course Description:

The final course in a two-course series focuses on two critical concepts: Transformative Education and Enlivened Learning from a global, interdisciplinary perspective. Candidates explore current transnational issues relevant to education, and review these issues from critical social justice theoretical perspectives, including anti-racism, post/anti-colonialism, Marxism, disability studies, feminist perspectives, and theories of intersectionality. Candidates also examine the practices of critical self-reflexivity, resistance, and healing to pursue social change.

### Extended Course Description:

This course is intentionally designed not only to highlight diversity (i.e., social and cultural differences) but also to focus on social justice, as it is social justice that emphasizes inequalities based on these differences. This course will begin by overviewing several social oppressions, such as racism, religious oppression, classism, ableism, sexism, heterosexism, transgender oppression, youth and elder oppression, as well as place-based oppression. This overview aligns with the course textbook to include introductions, contexts, and voices within these areas of social oppression, providing students with foundational knowledge. The course will then focus on the next steps and strategies for implementing change. Throughout the course, interconnections between oppression and social justice at all levels (i.e., individual, institutional, local, and global) will be stressed. These two major sections of the course are intentional because it is critical for educational leaders to be familiar with both diversity and social justice from a theoretical standpoint, and also to actively work towards eliminating inequalities and producing positive social change within their environments.

Note that throughout this course, you will be required to participate in several critical reflective activities and assignments based on current, evidence-based scholarship. My intention is to create an intellectually stimulating, inclusive, and respectful class atmosphere where diverse viewpoints are valued. Therefore, you will be assessed based on your understanding of the content and your thoughtful reflections rather than your personal views. If you have any concerns regarding the course or its content, please notify me.

Additionally, this course is supported by our program's membership in the Carnegie Project on the Education Doctorate (CPED). CPED's mission is "We envision a future where educational professionals lead lasting and transformative educational change through scholarly practice." CPED's vision is "The Carnegie Project on the Education Doctorate (CPED) transforms the advanced preparation of educational professionals to lead through scholarly practice for the improvement of individuals and communities." Learn more about [CPED at its website](#).

**Course Purpose:**

The purpose of this course is to introduce students to theories, concepts, and strategies for change relating to diversity and social justice.

**Course Learning Outcomes/Goals:**

- Students will be able to describe several forms of social oppression.
- Students will be able to evaluate oppression and social justice within multiple levels (i.e., individual, institutional, local, and global).
- Students will be able to apply concepts and strategies for change within their own academic, professional, and personal lives.

**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.*

**Personal Learning Goals for this Course:**

Use this space to list at least two personal goals for this course. We will discuss these goals throughout the course.

- Goal #1:
  
- Goal #2:

- Additional Goals (optional):

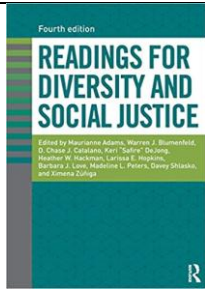
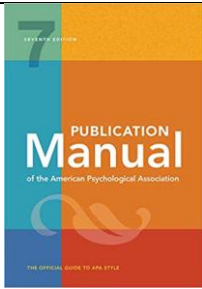
## Textbooks

### Required Text:

Adams, M., Blumenfeld, W. J., Catalano, D. C. J., DeJong, K., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). Routledge.

### Recommended Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). APA.

Required	Recommended
	

## Procedures & Assignments

### Course Procedures:

Each week, I will provide learning modules on Folio for the course (even during weeks we have a synchronous class meeting). Please log in to Folio and follow the instructions provided within the learning modules. Each week, I will provide an introductory video and other useful tools. You will also have weekly activities or discussion posts to complete when we do not have a class meeting. Please be sure to read each week's instructions closely, as your types of requirements are likely to change. When I can, I will activate a few weeks' worth of learning modules in advance so you can plan ahead. However, even if you decide to work ahead of schedule (this is not required), remember you will also have to participate in the appropriate learning modules during the weeks they are scheduled to obtain full discussion post points. In addition to weekly activities and discussion posts, there are a few major assignments that must be completed by their respective due dates.

This class will meet online one Saturday each month from 9:00 am to 12:00 pm.

The Spring 2026 online synchronous meeting dates are as follows: January 24, February 21, March 28, and April 25.

### University Attendance Policy:

University policy requires students to attend the first class meeting of all classes in which they are registered. Attendance reporting is conducted through the Attendance Verification quiz or course instructor. Students who are verified as “Not Attending” a course will be dropped. This policy applies to all levels of courses and includes on campus, off campus, distance learning, two-way interactive video, and internet (online) classes. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of classes must contact their instructor to avoid being dropped from the course. Students who have been recorded as “Not Attending” may not receive financial aid. Attendance will be officially verified before financial aid will be disbursed. **Students are expected to attend all classes.**

### Educational Leadership Attendance Policy for Online Synchronous Classes:

This course within the Ed.D. program requires four synchronous online meetings on Saturdays. The EDLD program and faculty require students to attend all four of these meetings, except in cases of extenuating circumstances that would prevent a student from attending. For an extenuating circumstance, students will be permitted to miss one synchronous online meeting with no penalty; however, they may need to complete an additional assignment or meeting(s) as requested by the instructor.

Beyond one excused missed synchronous online Saturday class meeting, students will lose “Class Participation” points for each additional missed Saturday class meeting not attended. When a student needs to miss a synchronous online class, it is their responsibility to communicate with a classmate to learn what was covered in class for the day.

Students should let me know in advance when they need to miss synchronous online meeting date(s) so that I can plan ahead for that day’s class activities. Having this conversation as far in advance as possible will best allow me to plan for your absence on that day(s) and to see if there are any additional ways to incorporate you into the classroom learning/activities.

### Teaching Strategies:

This course will employ various discussion post formats to encourage student engagement (e.g., jigsaw, quotes, IRAs, role-playing, etc.), peer comments, brief overview and lecture videos, supplemental readings and videos, and some worksheets/exercises as modes of instruction.

### Grading Procedures:

Grades will be based on the quality of your completed work. Please feel welcome to come and speak with me if you have concerns about any aspect of your work for this class. The appropriate time to do this is during the semester, not after all work is submitted and grades have been recorded.

Grades will be determined and awarded according to the following scale:

A = 91 - 100 points

B = 81 - 90 points

C = 71 - 80 points

D = 60 - 70 points

\*Please note that graduate programs at Georgia Southern University do not use +/- within their grading.

\*\* Also note that assignments for this course may be graded using decimal points; however, final grades will **not** be rounded to the closest whole number.

### Overview of Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>Possible Points</u>
Discussion Posts	Ongoing with Checkpoint Deadlines: Mar. 9 May 7	<b>32</b> (4 points for each discussion post and comments set) Checkpoint #1 – 16 pts. max Checkpoint #2 – 16 pts. max
Class Participation & Class Tasks	Participation for All Class Sessions: Jan. 24 Feb. 21 Mar. 28 Apr. 25  3 Class Tasks with Deadlines of: Feb. 21 Mar. 28 Apr. 25	<b>15</b> (4 points per class for at least 3 classes [one absence without penalty] and 1 point per class task)  <i>Note – these points are to be awarded at the end of the term.</i>
Conference Program Proposal Peer Review	Feb. 23	<b>4</b>
Final Conference Program Proposal	Mar. 2	<b>15</b>
Critical Reflection Paper	Apr. 13	<b>24</b>
Action Activity Reflection Paper or Presentation	May 4	<b>10</b>
		<b>Total Possible Points: 100</b>
Optional Bonus Peer Review (Peer Review of the Critical Reflection Paper)	Apr. 13	<b>4</b>

### Brief Descriptions of Assignments:

*Discussion Posts (Ongoing with two checkpoints on Mar. 9 & May 7)*

Participation is a vital component of the learning environment. Each week we do not have a class meeting, I expect students to participate in weekly activities and discussion posts. You will notice in the course calendar for this class that there is usually one discussion post and three comments due each week when we do not have a class meeting, totaling eight discussion posts plus comments. The instructions for these discussion posts will vary and be included in each week's learning module instructions.

You can earn up to a total of 32 points (4 points each) towards your final grade for participation in these discussion posts and comments. There will be two checkpoints where I will award you your points towards your grades for the weeks within that checkpoint. I provide these checkpoint grades so that students can get a sense of their progress in this aspect of the course throughout the term, rather than just at the end of the course. Additionally, these checkpoints allow for some flexibility in completing posts because the points lost for lateness are minimal compared to not completing the posts at all. However, posts and comments must be completed by the checkpoint deadline to be counted towards your grade.

To be successful with these posts, navigate to the individual learning modules in Folio and complete all the assigned tasks. Do not simply answer the discussion questions in the discussion area without fulfilling the other work required for the modules. All discussion posts should be submitted in a timely manner (by their posted deadlines). Posts/videos should also reflect graduate-level work. This means posts should be well-written and include in-text citations as well as end references in APA style formatting. For more information about this part of your grade, see **Appendix A and B** for how the points will be determined within the rubrics.

*Class Participation & Class Tasks (Participation for Class Sessions: Jan. 24, Feb. 21, Mar. 28, & Apr. 25; 3 Class Tasks with Deadlines: Feb. 21, Mar. 28, & Apr. 25)*

As graduate students, you all possess a wealth of information/skills that you can contribute to this course, and I encourage you to participate in shaping our activities/discussions during our meeting sessions. Thus, you can earn up to four points for actively engaging in class (this accounts for one excused absence without penalty) or a total of 12 points for class participation. Additionally, you will have Class Tasks to complete prior to the second, third, and fourth in-person class sessions. These tasks will all be unique, and detailed information about them can be found within the respective learning modules in Folio. You will follow the instructions within the learning module and receive points for completing the required tasks (one point per task or three points total). The grading rubric for this assignment can be found in **Appendix C**.

*Conference Program Proposal Peer Review (Due Feb. 23)*

Peer review is a crucial part of the writing process. Additionally, conference program proposals are often reviewed by peers through their selection processes. Thus, for this assignment, you will provide tracked changes and comments on a peer's conference program proposal assignment (see more information below and in Folio about this assignment) and complete a

rubric as if you were a peer reviewer for the conference. These actions will provide feedback for continued refinement of the assignment before the final draft is due for the course. The extended description for this assignment can be found in **Appendix D**. The grading rubric is in **Appendix E**.

*Final Conference Program Proposal (Due Mar. 2)*

As scholarly practitioners, it is important to consider how you will disseminate your research. One great way to share about your topic (and eventually your dissertation study) is to present at professional conferences. For this assignment, you will complete a conference program proposal template adapted from the one used by ACPA – College Student Educators International for convention educational sessions. I selected this conference program proposal template because it has similar sections to many other templates, yet it is also one of the more comprehensive ones I have seen. It also includes a section related to ACPA’s Strategic Imperative for Racial Justice & Decolonization, which directly relates to the topics discussed in this course. After completing this assignment, you will have a conference program proposal that can be adapted to a professional conference of your choice in the future. More details about this assignment are available in **Appendix F**, and the grading rubric in **Appendix G**.

*Critical Reflection Paper (Due Apr. 13)*

An important part of understanding educational leadership and social justice is to first understand ourselves. This critical reflection paper will prompt you to describe several of your social identities broadly and then examine two identities of your choice in depth. In this essay, you will respond to specific questions about these identities and integrate concepts from the course content. A detailed description of this assignment can be found in **Appendix H**. **Appendix I** has the grading rubric for this assignment.

*Action Activity Reflection Paper or Presentation (Due May 4)*

I think this assignment is somewhat of a “choose your own adventure” project. For this assignment, you have a lot of flexibility to select options that will be helpful for you as an educational leader and/or doctoral student and align with your personal strengths/preferences. At the basic level, you will complete an action (e.g., attending a professional development event, volunteering, or facilitating a professional development) that aligns with the sentiments of this course (i.e., diversity and social justice). You will then create a paper or presentation to reflect on your activity and its connections to the course. For the full description of this assignment, see **Appendix J**. For the grading rubric, see **Appendix K**.

*Optional Bonus Peer Review (Due Apr. 13)*

Again, peer review is a crucial part of the writing process. Therefore, you can earn up to 4 bonus points in the course if you complete a peer review of one of your classmates’ Critical Reflection Papers. You may select your partner for this assignment. If you need a partner, please bring this up by the third class session in March, and we can discuss group assignments as a class. Then, with your partner, discuss the timeline you want to be accountable for regarding deadlines for this optional assignment (e.g., when you will have rough drafts for each other and when you want feedback from each other). To earn credit for this assignment, you

must submit a copy of your partner's paper to the assignment dropbox by the deadline with comments and tracked changes throughout the paper. You also should leave at least three overarching statements about the paper (e.g., areas of strength, areas of improvement) within a comment box on the first page.

## Recommendations & Tips

### Tips on Using this Syllabus:

- Read and review this syllabus thoroughly at the beginning of the semester and refer back to it often. If you have any questions or require clarification, please don't hesitate to contact me.
- Use the learning outcomes I provide to evaluate your academic progress in the course. Ask yourself, am I meeting (or exceeding) these learning outcomes?
- Use the course schedule to plan ahead. Let's be honest, life is busy. Thus, this calendar can help you manage your time.

### Recommendations for Success in this Course:

- Attend class on synchronous online meeting days! Although this class is primarily an asynchronous online course, I would like us to create a sense of community. Please don't hesitate to contact me if you require assistance. I am happy to answer questions or set up meetings. In addition, try to connect with your classmates. Your peers can also serve as valuable resources.
- Complete the readings for the course. This is a doctoral-level course that is content-heavy, so there may be more reading assigned than you are typically accustomed to. It is essential to recognize when you need to read for deep understanding and when you simply need to grasp the basic concepts of the readings. If you look at the weekly activities in the learning modules, it should become clearer which type of reading is necessary. Nevertheless, I have assigned the readings for this course because they are important not only for the course but for your development as an educational leader. I cannot stress enough; therefore, please read!
- It is sometimes easy to get behind in the weekly discussion posts and activities in an online course. In fact, one of the major differences in grades and learning in this class is whether people keep up with their posts and comments. Therefore, make this weekly learning a priority in your schedule.
- I have provided you with summaries, extended descriptions, rubrics, and videos for all the major assignments in the course. You should use these resources to guide your work. I would also recommend starting your assignments early. Starting early allows you to produce quality work and ask questions if needed.
- All your written work in this course, including all major assignments and discussion posts, should utilize APA formatting. See below or the APA webpage in the "Resources" area of this course in Folio. Please note that you may not be able to adhere to all the formatting in your discussion posts due to the setup in Folio. However, you should still

use in-text citations and end references. The more you practice APA, the better you will use it.

## Course/University Policies & Resources

### Participation:

This course is intended to be participatory. As such, your participation is critical for your own learning and for that of your classmates. Weekly activities/posts should all be completed by their assigned deadlines. These deadlines will be clear for each week in the learning module on Folio. Some weeks, you will also be able to complete the work in advance but be sure to return to the appropriate week's learning module as well. Also, note the "Attendance Policy for Synchronous Online Classes" section earlier in the syllabus. If you are going to be unable to complete the weekly activities/posts or attend class, please let me know in advance (send an e-mail message to [ecain@georgiasouthern.edu](mailto:ecain@georgiasouthern.edu)).

### Communication Methods:

During the semester, I expect students to check their Georgia Southern University email accounts daily and Folio several times a week. I may post important information on Folio and send email messages (e.g., updates of essential course information). In return, I will return emails and messages to Folio in a timely manner, usually within 24 hours.

Assignments should be submitted through Folio by the assigned due date and time unless otherwise stated by the instructor. I will grade discussion posts and major assignments within one week of their due date; typically, this timeframe is actually shorter (within two or three days) if possible in my schedule.

### Course Etiquette & Diversity Statement:

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

### Chosen Names and Personal Pronouns:

I believe everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, such as "they/them/theirs, ze/zir/zirs," and others. Rosters do not list gender or pronouns, so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will, however, not tolerate repeated comments that

disrespect or antagonize students who have indicated their pronouns or chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

### Land and Labor Acknowledgement:

We live and work on the ancestral homelands of the Mvskoke (Muscogee/Creek), Guale [WALL-lay], Shawnee, Yamasee [YAH-mah-see], and Yuchi people in what are now known as Hinesville, Savannah, and Statesboro, Georgia. The Indigenous people who traditionally stewarded these lands were forcibly removed through coercion, violence, and murder. These three cities were built through the labor of enslaved peoples of African descent who were brought here involuntarily and held in bondage. Although the past cannot be changed, we must work to acknowledge it and continue to honor the Black and Indigenous people and other historically marginalized groups that live here now and in the future.

This acknowledgment is an evolving statement. Historical records are incomplete; as more resources are located, this acknowledgment will be adjusted to reflect our understanding. Find out more about the Indigenous people where you live and work at <https://native-land.ca/>.

### About Written Work:

I expect you to demonstrate graduate-level writing skills in your written work for this class. This includes grammar, punctuation, spelling, and clarity of expression; please proofread your work carefully. I expect your papers to conform to the 7th edition of the APA style, and I may deduct points for errors in APA style. Please note that you do not need to include an abstract with your written work. I first and foremost suggest using the APA Manual (the recommended book for this course) to help you with your APA styling. I have found this website helpful with APA 7<sup>th</sup> edition (<https://apastyle.apa.org/style-grammar-guidelines>). However, you may also find the Purdue OWL website ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) or other resources (e.g., *The Bedford Handbook*, *APA: The Easy Way!*) helpful. Note that computerized citations from websites (e.g., the library and Google Scholar) often have errors, so it is important to double-check these before submitting your papers. If you require further assistance beyond these tips, I recommend utilizing Georgia Southern University's Writing Center (<https://cah.georgiasouthern.edu/writing-center/>) or contacting me to schedule an appointment.

### Late Work:

Meeting deadlines is an important part of professionalism. Late discussion posts and late discussion facilitation will be graded according to the descriptions outlined in their respective grading rubrics. Alternatively, late major assignments may be penalized by a reduction of one letter grade for each week that they are late. (In other words, an assignment turned in *at any time after the due date* but within one week will be reduced by a letter grade; an assignment two weeks after it was due will mean a reduction of two letter grades, and so forth.) Late Action Activity Reflection Papers or Presentations will not be accepted after May 8, 2026, as final grades need to be submitted.

**If there are extenuating circumstances that will prevent you from submitting an assignment on time, please notify me in advance so that we can arrange an alternative; do not simply turn in the assignment** late. I usually accommodate students' reasonable requests, but you need to communicate with me to make a plan together.

#### Academic Dishonesty:

Georgia Southern University is committed to academic excellence and expects academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the institution. It prohibits representing the work of others to be one's own (plagiarism); receiving unauthorized aid on an assignment (cheating); and using similar papers or other work product to fulfill the obligations of different classes without the instructor's permission.

From the [Georgia Southern University Academic Dishonesty Policy](#)

See [Chapter XII of the Code of Student Conduct](#) for more extensive definitions of cheating, classroom copyright infringement, facilitation, and plagiarism, as well as the institutional procedures for resolving violations of this policy.

#### AI Policy & Expectations:

AI is revolutionizing education. Using AI to help brainstorm ideas or outlines in this course is okay. It is also acceptable to use AI tools, such as Grammarly, to edit your work. However, it is not appropriate to use AI to write your discussion posts or assignments for you. If you use AI, I ask that you disclose this information to me. For essay assignments, the best place to do this is in an "Author's note" on your title page.

Students are accountable for their use of AI as detailed in the [University's Academic Dishonesty Policy](#) and [Code of Student Conduct](#). Any use of AI to generate content that is submitted as one's work without faculty permission and/or proper attribution is considered plagiarism. Use of agentic AI to complete assessments without human interaction is considered cheating.

#### Disability-Related Accommodations:

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorders, brain injuries, chronic medical conditions, communication disorders, hearing impairment, learning disabilities, mobility impairment, psychological disorders and visual impairment. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an

accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

### **Statement Regarding Title IX:**

#### **Reporting**

Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

#### **Pregnant and Parenting Students**

Georgia Southern University does not discriminate on the basis of legally-protected status, including pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status. Delays in making a request may impact available accommodations. Students will be treated consistently with other similarly situated students. Absences from class may be excused for as long as medically necessary. Students will be allowed to return to the same academic status following any accommodation that includes leave. Medical certification may be requested from the student by the Office of Equal Opportunity and Title IX. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues that arise.

#### **Places to Report an Incident**

Director of Equal Opportunity & Title IX/Title

**IX Coordinator**

Amber J. Culpepper, J.D.

aculpepper@georgiasouthern.edu

Statesboro: Rosenwald Building, Room 1066

Armstrong/Liberty: Victor Hall Room 243

(912) 478-5136

Reporting Form:

<http://president.georgiasouthern.edu/eeo-titleix/>

**Dean of Students Office**

Statesboro: Russell Union Room 2022

(912) 478-3326

deanofstudents@georgiasouthern.edu

Armstrong/Liberty: Student Union D206

(912) 344-2514

armdeanofstudents@georgiasouthern.edu

libdeanofstudents@georgiasouthern.edu

**University Police**

Statesboro: 1220 Forest Drive

(912) 478-5234/911

Armstrong: 11935 Abercorn Street

(912) 344-3333/911

Liberty: 175 West Memorial Drive

(912) 877-1906/911

**Confidential Reporting Options**

University Counseling Center

Statesboro: Building 435, Forest Drive

(912) 478-5541

Armstrong/Liberty: Compass Point

(912) 344-2529

**University Health Services**

Statesboro: 984 Plant Drive

(912) 478-5641

Armstrong/Liberty: Compass Point, 7000 Bldg

(912) 961-5726

health@georgiasouthern.edu

**University Resources:**

*Counseling Center:* <https://students.georgiasouthern.edu/counseling/>

*Dean of Students:* <https://students.georgiasouthern.edu/dean/>

*Financial Aid:* <https://em.georgiasouthern.edu/finaid/>

*Health Services:* <https://auxiliary.georgiasouthern.edu/healthservices/>

*IT Service and Delivery:* <https://its.georgiasouthern.edu/lts/>

*Library:* <https://library.georgiasouthern.edu/>

*Multicultural Student Programs and Services:*

<https://students.georgiasouthern.edu/multicultural/>

*Office of the Registrar:* <https://em.georgiasouthern.edu/registrar/>

*Public Safety:* <https://finops.georgiasouthern.edu/publicsafety/>

*Student Accessibility Resource Center:* <https://students.georgiasouthern.edu/sarc/>

*Writing Center:* <https://academics.georgiasouthern.edu/fye/students/first-year/on-campus-resources/>

## Course Schedule

### EDLD 9435: Transformative Educational Leadership Practice II

Spring 2026

*This schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructors and the students.*

*\*Spring 2026 classes will be held once a month on Saturday from 9:00 am to 12:00 pm.\**

Module #	Date	Topic(s)	Readings	Assignments Due
1	Week 1 Jan. 12 - 19  <i>(Jan. 12 First Day of Classes)</i>  <i>(Jan. 19 MLK Jr. Holiday)</i>	Introductions, Expectations, & Course Overview	Read/Review M1 & Course Orientation in Folio  Required Readings (See Folio) Perry (2024) Archer & Cottongim (2024)	Verify Attendance in Folio  Discussion Post #1 Due by 11:59 pm on Sunday, Jan. 18  Comments on Post #1 Due by 11:59 pm on Tuesday, Jan. 20 (Note extension due to holiday)
2	Week 2 Jan. 20 – Jan. 26	Core Concepts for Social Justice Education	Textbook Section 1: Chapters 1-8 (p. 1-64)	Attend Class on Saturday, Jan. 24
3	Week 3 Jan. 27 – Feb. 2	Racism: Context & Voices	Textbook Section 2: Introduction & Context Chapters 9-16 (p. 65-121) & At Least 3 Voices Chapters (17-22) of Your Choice	Discussion Post #2 Due by 11:59 pm on Sunday, Feb. 1  Comments on Post #2 Due by 11:59 pm on Monday, Feb. 2
4	Week 4 Feb. 3 – Feb. 9	Classism: Context & Voices	Textbook Section 3: Introduction & Context Chapters 26-34	Discussion Post #3 Due by 11:59 pm on Sunday, Feb. 8

			(p. 163-207) & At Least 3 Voices Chapters (35-39) of Your Choice	Comments on Post #3 Due by 11:59 pm on Monday, Feb. 9
5	Week 5 Feb. 10 – Feb. 16	Conference Program Proposals Working Week		<b>Conference Program Proposals Due to Peer by 11:59 pm on Monday, Feb. 16</b>
6	Week 6 Feb. 17 – Feb. 23	Religious Oppression: Context & Voices	Textbook Section 4: Introduction & Context Chapters 45-55 (p. 247-311) & At Least 3 Voices Chapters (56-59) of Your Choice	<b>Class Task Due by 8:00 am on Saturday, Feb 21</b>  <b>Attend Class on Saturday, Feb. 21</b>  <b>Conference Program Proposal Peer Review Due to Author &amp; Instructor by 11:59 pm on Monday, Feb. 23</b>
7	Week 7 Feb. 24 – Mar. 2	Sexism, Heterosexism, and Trans* Oppression: Context & Voices	Textbook Section 5: Introduction & Context Chapters 63-78 (p. 341-411) & At Least 3 Voices Chapters (79-87) of Your Choice	Discussion Post #4 Due by 11:59 pm on Sunday, Mar. 1  <b>Final Conference Program Proposal Due to Instructor by 11:59 pm on Monday, Mar. 2</b>  Comments on Post #4 Due by 11:59 pm on Monday, Mar. 2
8	Week 8 Mar. 3 – Mar. 9	Ableism: Context & Voices	Textbook Section 6: Introduction & Context Chapters 96-105 (p. 467-503) & At Least 3 Voices Chapters (110-115) of Your Choice	Discussion Post #5 Due by 11:59 pm on Sunday, Mar. 8  <b>Checkpoint #1 Deadline for Posts #1-4 by 11:59 pm on Monday, Mar. 9</b>

				<p>Comments on Post #5 Due by 11:59 pm on Monday, Mar. 9</p> <p>Mid-Semester Course Evaluations</p>
<p>Week 9 Mar. 10 – Mar. 23</p> <p><i>(No coursework due to the break and candidacy exam) (Mar. 16-20 Spring Break; Mar. 13-22 Candidacy Exam)</i></p>				
9	Week 10 Mar. 24 – Mar. 30	Place-Based Oppression: Context & Voices	<p>Required Readings (See Folio)</p> <ul style="list-style-type: none"> <li>• National Student Clearinghouse (2025)</li> <li>• Showalter et al., (2025)</li> <li>• Cain (2020)</li> <li>• Crumb et al. (2023)</li> <li>• Pfrenger (2024)</li> <li>• Diamond et al. (2020)</li> <li>• Sanders &amp; Johnson (2025)</li> </ul>	<p><b>Class Task Due by 8:00 am on Saturday, Mar. 28</b></p> <p><b>Attend Class on Saturday, Mar. 28</b></p>
10	Week 11 Mar. 31 – Apr. 6	Youth Oppression and Elder Oppression: Context & Voices	<p>Textbook Section 7: Introduction &amp; Context Chapters 116-121 (p. 545-576) &amp; the 3 Voices Chapters (122-124)</p>	<p>Discussion Post #6 Due by 11:59 pm on Sunday, Apr. 5</p> <p>Comments on Post #6 Due by 11:59 pm on Monday, Apr. 6</p>
11	Week 12 Apr. 7 – Apr. 13	Critical Reflection Paper Working Week		<p><b>Optional Bonus Peer Review of Critical Reflection Paper Due to Instructor &amp; Peer by 11:59 pm on Monday, Apr. 13</b></p>

				<b>Critical Reflection Paper Due by 11:59 pm on Monday, Apr. 13</b>
12	Week 13 Apr. 14 – Apr. 20	Next Steps: Racism & Classism & Religious Oppression	Textbook Chapters 23- 25 (p. 147-161) & Textbook Chapters 40- 44 (p. 225-245) & Textbook Chapters 60- 62 (p. 325-339) & Additional Suggested Readings (See Folio) <ul style="list-style-type: none"> <li>• Lourde (2003)</li> <li>• Lourde (1977)</li> <li>• Cooper et al. (2023)</li> <li>• Soloranzo &amp; Yosso (2001)</li> <li>• Leonardo (2013)</li> </ul>	Discussion Post #7 Due by 11:59 pm on Sunday, Apr. 19  Comments on Post #7 Due by 11:59 pm on Monday, Apr. 20
13	Week 14 Apr. 21 – Apr. 27	Next Steps: Sexism, Heterosexism, and Trans* Oppression & Ableism & Youth Oppression and Elder Oppression	Textbook Chapters 88- 95 (p. 444-466) & Textbook Chapters 110- 115 (p. 515-543) & Textbook Chapters 125- 129 (p. 584-597) & Additional Suggested Readings (See Folio) <ul style="list-style-type: none"> <li>• Brown et al. (2022)</li> <li>• Duran &amp; Jones (2019)</li> <li>• Kasch (2013)</li> </ul>	<b>Class Task Due by 8:00 am on Saturday, Apr. 25</b>  <b>Attend Class on Saturday, Apr. 25</b>
14	Week 15 Apr. 28 – May 4	Working for Social Justice: Visions and Strategies for Change	Textbook Section 8: Introduction & All Chapters 130-140 (p. 599-652) &	Discussion Post #8 Due by 11:59 pm on Sunday, May 3

	<i>(May 4 Last Day of Classes)</i>		Additional Suggested Readings (See Folio) <ul style="list-style-type: none"> <li>• Bolitzer et al. (2016)             <ul style="list-style-type: none"> <li>• Potts &amp; Brown (2015)</li> </ul> </li> <li>• Tharp &amp; Moreano (2020)</li> <li>• Garvey et al. (2020)</li> </ul>	Comments on Post #8 Due by 11:59 pm on Monday, May 4  End-of-Semester Course Evaluations  <b>Action Activity Reflection Paper or Presentation Due by 11:59 pm on Monday, May 4</b>
15	Week 16 May 5 to End of Term  (Finals Week)	Course Conclusion & Evaluation		<b>Checkpoint #2 Deadline for Posts #5-8 by 11:59 pm on Thursday, May 7</b>

\***BOLDED** assignments indicate a major graded assignment within the course.

\*\*All listed times are in Eastern Time (EST)