**Materials Selected**

**EDD 7102: Quantitative Methods**

Module 1

* “Research Design and Research Methods” reading (created by instructor)

Module 2

* “Measurement of Constructs” reading (created by instructor)
* Bhattacherjee, A. (2012). *Social science research: Principles, methods, and practices*. USA.  (open source textbook)

Module 3

* “Data Collection Procedures and Instruments” reading (created by instructor
* Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. USA. (open source textbook)
* Survey Design Quick Guide (instructor created material)
* Hu, J. (2020). Horizontal or vertical? The effects of visual orientation of categorical response options on survey responses in web surveys. Social Science Computer Review, 38(6), 779-792.
* Johnston, M. P. (2014). Secondary data analysis: A method of which the time has come. Qualitative and quantitative *methods in libraries*, *3*(3), 619-626.

Module 4

* “Validity and Reliability” reading (created by instructor)
* Price, P. C., Jhangiani, R., & Chiang, I. C. A. (2015). Research methods in psychology. BCCampus. (open source textbook)

Module 5

* “Sampling” reading (created by instructor)
* Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. USA. (open source textbook)
* Brick, J. M. (2011). The future of survey sampling. *Public Opinion Quarterly*, *75*(5), 872-888.

Module 6

* “Distributions, Significance, and Errors” reading (created by instructor)
* Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. USA. (open source textbook)

Module 7

* N/A midterm

Module 8

* “Descriptive Statistics” reading (created by instructor)

Module 9

* “Correlation” reading (created by instructor)
* Laerd Statistics (n.d.). Pearson's Product-Moment Correlation using SPSS Statistics. Retrieved: <https://statistics.laerd.com/spss-tutorials/pearsons-product-moment-correlation-using-spss-statistics.php>
* Laerd Statistics (n.d.). Spearman's Rank-Order Correlation using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/spearmans-rank-order-correlation-using-spss-statistics.php>
* Laerd Statistics (n.d.). Kendall's Tau-b using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/kendalls-tau-b-using-spss-statistics.php>

Module 10

* Laerd Statistics (n.d.). Entering Data in SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/entering-data-in-spss-statistics.php>

Module 11

* “Chi-square” reading (created by instructor)
* Laerd Statistics (n.d.). Chi-Square Test for Association using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/chi-square-test-for-association-using-spss-statistics.php>

Module 12

* N/A – analysis assignment only

Module 13

* “T-Test” reading (created by instructor)
* Laerd Statistics (n.d.). One-Sample T-Test using SPSS Statistics. Retrieved from: https://statistics.laerd.com/spss-tutorials/one-sample-t-test-using-spss-statistics.php
* Laerd Statistics (n.d.). Dependent t-test for paired samples. Retrieved from: <https://statistics.laerd.com/statistical-guides/dependent-t-test-statistical-guide.php#:~:text=A%20dependent%20t%2Dtest%20is,are%20present%20in%20both%20groups>.
* Laerd Statistics (n.d.). Independent t-test using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spss-statistics.php>
* UCLA Stats (n.d.). SPSS annotated output t-test. Retrieved from: <https://stats.oarc.ucla.edu/spss/output/t-test/>

Module 14

* N/A – analysis assignment only

Module 15

* N/A – Final exams

**EDD 7209: Advanced Quantitative Methods**

Module 1

* “Evaluating Research Designs” reading (created by instructor)
* Gideon, L. (Ed.). (2012). *Handbook of survey methodology for the social sciences*. New York: Springer.

Module 2-3

* DeCarlo, M. (2018). *Scientific inquiry in social work*. Open social work education.

Module 4-5

* “Instrument Design” reading (created by instructor)
* Fricker, R. (2012). Evaluating Survey Questions. Open-source lecture.
* Pew Research Center (n.d.). Writing Survey Questions. Retrieved from: <https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/>
* Harvard University (2007). Tip Sheet on Question Wording. Retrieved from: <https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf>

Module 6

* Auspurg, K., Hinz, T., & Walzenbach, S. (2019). Are Factorial Survey Experiments Prone to Survey Mode Effects?. *Experimental Methods in Survey Research: Techniques that Combine Random Sampling with Random Assignment*, 371-392.
* Chaudhary, A. K., & Israel, G. D. (2016). Influence of importance statements and box size on response rate and response quality of open-ended questions in web/mail mixed-mode surveys. *Journal of rural social sciences*, *31*(3), 140.
* Mavletova, A., & Couper, M. P. (2014). Mobile web survey design: scrolling versus paging, SMS versus e-mail invitations. *Journal of Survey Statistics and Methodology*, *2*(4), 498-518.
* Revilla, M., & Ochoa, C. (2017). Ideal and maximum length for a web survey. *International Journal of Market Research*, *59*(5), 557-567.
* Zou, S., Tan, K. P., Liu, H., Li, X., & Chen, Y. (2021). Mobile vs. PC: The device mode effects on tourism online survey response quality. *Current Issues in Tourism*, *24*(10), 1345-1357.

Module 7

* “Data Collection Procedures” reading (created by instructor)
* Moore, R. (2016). Should the Word “Survey” Be Avoided in Email Invitation Messaging? Issue Brief. ACT Research & Policy. Retrieved from: <https://www.act.org/content/dam/act/unsecured/documents/Issue-Brief-Should-the-Word-Survey-Be-Avoided.pdf>
* Nayak, M. S. D. P., & Narayan, K. A. (2019). Strengths and weaknesses of online surveys. *Technology*, *6*(7), 0837-2405053138.
* Petrovčič, A., Petrič, G., & Manfreda, K. L. (2016). The effect of email invitation elements on response rate in a web survey within an online community. *Computers in Human Behavior*, *56*, 320-329.
* Sammut, R., Griscti, O., & Norman, I. J. (2021). Strategies to improve response rates to web surveys: a literature review. *International Journal of Nursing Studies*, *123*, 104058.
* Trespalacios, J. H., & Perkins, R. A. (2016). Effects of personalization and invitation email length on web-based survey response rates. *TechTrends*, *60*, 330-335.

Module 8-9

* “Sample Size Calculation” reading (created by instructor)
* Brick, J. M. (2011). The future of survey sampling. *Public Opinion Quarterly*, *75*(5), 872-888.
* Chaokromthong, K., & Sintao, N. (2021). Sample size estimation using Yamane and Cochran and Krejcie and Morgan and green formulas and Cohen statistical power analysis by G\* Power and comparisions. *Apheit International Journal*, *10*(2), 76-86.
* Daikeler, J., Bošnjak, M., & Lozar Manfreda, K. (2020). Web versus other survey modes: an updated and extended meta-analysis comparing response rates. *Journal of Survey Statistics and Methodology*, *8*(3), 513-539.
* Etikan, I., & Babatope, O. (2019). A basic approach in sampling methodology and sample size calculation. *Med Life Clin*, *1*(2), 1006.
* Fosnacht, K., Sarraf, S., Howe, E., & Peck, L. K. (2017). How important are high response rates for college surveys?. *The Review of Higher Education*, *40*(2), 245-265.
* Hertzog, M. A. (2008). Considerations in determining sample size for pilot studies. *Research in nursing & health*, *31*(2), 180-191.
* Kotrlik, J. W. K. J. W., & Higgins, C. C. H. C. C. (2001). Organizational research: Determining appropriate sample size in survey research appropriate sample size in survey research. *Information technology, learning, and performance journal*, *19*(1), 43.
* Rahi, S., Alnaser, F. M., & Abd Ghani, M. (2019). Designing survey research: recommendation for questionnaire development, calculating sample size and selecting research paradigms. *Economic and Social Development: Book of Proceedings*, 1157-1169.
* Shino, E., Martinez, M. D., & Binder, M. (2022). Determined by mode? Representation and measurement effects in a dual-mode statewide survey. *Journal of Survey Statistics and Methodology*, *10*(1), 183-202.
* Smith, S. (n.d.). Determining Sample Size. Qualtrics Core XM Report.
* Taherdoost, H. (2017). Determining sample size; how to calculate survey sample size. *International Journal of Economics and Management Systems*, *2,* 237-239.
* Wu, M. J., Zhao, K., & Fils-Aime, F. (2022). Response rates of online surveys in published research: A meta-analysis. *Computers in Human Behavior Reports*, *7*, 100206.

Module 10

* Sullivan, G. M., & Artino Jr, A. R. (2013). Analyzing and interpreting data from Likert-type scales. *Journal of graduate medical education*, *5*(4), 541-542.

Module 11

* N/A

Module 12

* “Analysis of Variance” reading (created by instructor)
* Laerd Statistics (n.d.). One-way ANOVA in SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/one-way-anova-using-spss-statistics.php>
* Laerd Statistics (n.d.). Two-way ANOVA in SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/two-way-anova-using-spss-statistics.php>
* Laerd Statistics (n.d.). ANOVA with Repeated Measures using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/one-way-anova-repeated-measures-using-spss-statistics.php>

Module 13

* “Linear Regression” reading (created by instructor)
* Laerd Statistics (n.d.). Linear Regression Analysis using SPSS Statistics. Retrieved from: <https://statistics.laerd.com/spss-tutorials/linear-regression-using-spss-statistics.php>
* Raposa, E. B., Hagler, M., Liu, D., & Rhodes, J. E. (2021). Predictors of close faculty− student relationships and mentorship in higher education: findings from the Gallup− Purdue Index. *Annals of the New York Academy of Sciences*, *1483*(1), 36-49.
* UCLA Stats (n.d.). Regression analysis: SPSS annotated output. Retrieved from: <https://stats.oarc.ucla.edu/spss/output/regression-analysis/>

Module 14

* “Logistic Regression” reading (created by instructor)
* Laerd Statistics (n.d.). Ordinal Regression using SPSS Statistics. Retrieved from: https://statistics.laerd.com/spss-tutorials/ordinal-regression-using-spss-statistics.php
* Laerd Statistics (n.d.). Binomial Logistic Regression using SPSS Statistics. Retrieved from: https://statistics.laerd.com/spss-tutorials/binomial-logistic-regression-using-spss-statistics.php

Module 15

* N/A – final exam paper due

**EDD 7202: Leadership and Administration in Student Affairs**

Module 1:

* Schwartz, R. and Stewart, D.F. (2017). [The history of student affairs.](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2709151&type=content&rcode=usgx-13414208)In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed). San Francisco, CA: Jossey-Bass.
* Hevel, M.S. (2016). [Toward a history of student affairs](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2709151&type=content&rcode=usgx-13413994): A synthesis of research, 1996-2015. *Journal of College Student Development*, 57(7), 844-862.
* Sandeen, A. (2011). [Does student affairs have an enduring mission?](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2709151&type=content&rcode=usgx-13413998)*Journal of College & Character*, 12(4), 1-8.

Module 2:

* Renn, K. A. & Patton, L. D. (2017). Institutional Identity and Campus Culture. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed) (pp. 58-71). San Francisco, CA: Jossey-Bass.
* Manning, K., Kinzie, J. & Schuh, J. H. (2017). Framing Student Affairs Practice. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed) (pp. 270-287). San Francisco, CA: Jossey-Bass.
* Daples, P., Kuk, L. & Tull, A. (2015) Guiding students through the gateway: Student affairs and the community college. *NASPA Leadership Exchange*, Summer, 18-21.
* Porterfield, K. T., Roper, L. D., & Whitt, E. J. (2011). Redefining our mission: What does higher education need from student affairs? *Journal of College and Character*, 12(4), 1-7.
* Allen, W. R., Jewell, J. O., Griffin, K. A., & Wolf, D. S. S. (2007). Historically Black colleges and universities: Honoring the past, engaging the present, touching the future. *The Journal of Negro Education*, 263-280. <https://www.jstor.org/stable/40034570>

Module 3:

* Wilson, M. E. (2017). Organizational structures and functions. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A Handbook for the Profession* (6th ed) (pp. 288-307). San Francisco, CA: Jossey-Bass.
* Kuk, L. (2016). Organizational and administrative models within student affairs. In McClellan, G. S. & Stringer, J. (Eds.), *The Handbook of Student Affairs Administration* (4th ed) (pp. 367-388). San Francisco, CA: Jossey-Bass.
* <https://census.naspa.org/functional-areas>
* <https://www.cas.edu/standards.html>

Module 4:

* Arminio, J. & Ortiz, A. M. (2017). Professionalism. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed) (pp. 377-391). San Francisco, CA: Jossey-Bass.
* Pope, R. L. & Muller, J. A. (2017). Multicultural competence and change on campus. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed) (pp. 392-407). San Francisco, CA: Jossey-Bass.
* Dugan, J. P. & Osteen, L. (2017). Leadership. In Schuh, J. H., Jones, S. R., & Torres, V. (Eds.), *Student Services: A handbook for the profession* (6th ed) (pp. 408-422). San Francisco, CA: Jossey-Bass.
* [ACPA-College Student Educators International & NASPA-Student Affairs Administrators in Higher Education.](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2709151&type=content&rcode=usgx-13415330) (2015). *Professional competency areas for student affairs educators*. Washington, DC: ACPA & NASPA.
* Homak, A. M., Ozaki, C. C., & Lunceford, C. (2016). [Socialization for new and mid-level community college student affairs professionals](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2709151&type=content&rcode=usgx-13456716). *Journal of Student Affairs Research and Practice, 53(2)*, 118-130.

Module 5:

* Ellis, S. (2016). The political dimensions of decision making. In McClellan, G. S. & Stringer, J. (Eds.), *The Handbook of Student Affairs Administration* (4th ed) (pp. 457-478). San Francisco, CA: Jossey-Bass.
* Zdziarski II, L. D. (2016). Campus crisis management. In McClellan, G. S. & Stringer, J. (Eds.), *The Handbook of Student Affairs Administration* (4th ed) (pp. 613-636). San Francisco, CA: Jossey-Bass.
* McClellan, G. S., & Kiyama, J. M. (Eds.). (2023). *The handbook of student affairs administration*. John Wiley & Sons.
* Barnes, A. C. (2020). Higher Education and Student Affairs: Applying Expertise in Student Leadership Development and the Collegiate Context. *New Directions for Student Leadership, 165,* (pp. 99–112). <https://doi.org/10.1002/yd.20372>

Module 6:

* Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialog (Magolda et al., 2011).
* There are 24 chapters and students will select on and present on the chapter for this two-week module.

Module 7:

* VanHecke, J.R. (2022). Assessing campus and divisional cultures. In Carry, A. (Ed.), *Executive Transitions in Student Affairs* (pp. 121-147). NASPA - Student Affairs in Higher Education: Washington, DC.
* Bingham, R.P., Burean, D.A., Duncan, A.G. (2015). *Leading assessment for student success: Ten tenants that change culture and practice in student affairs*. Stylus: Sterling, VA.
* Carlson, S. (2016). The outsourced college. *The Chronicle of Higher Education*
* Wekullo, C. S. (2017). Outsourcing in higher education: the known and unknown about the practice. *Journal of Higher Education Policy & Management*, *39*(4), 453–468.

Module 8:

* Amber Manning-Ouellette. (2022). *Emerging International Issues in Student Affairs Research and Practice.* Information Age Publishing.

**EDD 7204: High Impact Teaching in Higher Education**

Module 1:

Topic: The Purpose of Higher Education and the Public Good

* Labaree, D. (2017). Mutual Subversion: A Short History of the Liberal and the Professional in American Higher Education. History of Education Quarterly, 46(1), 1-15. doi:10.1111/j.1748-5959.2006.tb00167.x
* Kezar, A. (2004). Obtaining Integrity? Reviewing and Examining the Charter between Higher Education and Society. Review of Higher Education: Journal of the Association for the Study of Higher Education, 27(4), 429–459. <https://doi.org/10.1353/rhe.2004.0013>
* Shaw, J. S. (2010). Education—A Bad Public Good? The Independent Review, 15(2), 241–256. <http://www.jstor.org/stable/24562365>

Module 2:

Topic: Teaching Philosophies

* Beatty, J. E., Leigh, J. S. A., & Dean, K. L. (2009). Philosophy Rediscovered: Exploring the Connections Between Teaching Philosophies, Educational Philosophies, and Philosophy. Journal of Management Education, 33(1), 99-114. <https://doi.org/10.1177/1052562907310557>
* Delgado, R., Stefancic, J., & HARRIS, A. (2012). Critical Race Theory: An Introduction, Second Edition. NYU Press. <http://www.jstor.org/stable/j.ctt9qg9h2>
* Edward L. Deci, Anja H. Olafsen, Richard M. Ryan (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review of Organizational Psychology and Organizational Behavior 4*(1), 19-43.
* de Saxe, J. (2014). Conceptualizing Critical Feminist Theory and Emancipatory Education. *Journal for Critical Education Policy Studies, 10*(2).
* Lucas M. Jeno, Anne G. Danielsen & Arild Raaheim (2018) A prospective investigation of students’ academic achievement and dropout in higher education: A Self-Determination Theory approach, *Educational Psychology, 38*(9), 1163-1184, doi: 10.1080/01443410.2018.1502412

Module 3:

High Impact Practices

* Read HIP by KUH (High-Impact-Ed-Practices Kuh)
* HLW  “Introduction: Bridging Learning Research and Teaching Practice” (How Learning Works)
* Look at the Scholarship of Teaching and Learning subject guide. (Scholarship of Teaching and Learning at UNG)
* Find a teaching journal in your field. Select an article of interest that could serve as a model for scholarly writing about SoTL.
* Select a HIP that work well with your field. You will be writing a discussion post on it.
* Skim through VALUE rubrics to get overview of what’s there. (AACU Value Rubrics)

Module 4:

TILT

* Launa Gauthier. (2013). How Learning Works: 7 Research-Based Principles for Smart Teaching. Journal of the Scholarship of Teaching and Learning, 14(1). <https://doi.org/10.14434/josotl.v14i1.4219>
* Fink, D.L., (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Course*s: Vol. 1st ed. Jossey-Bass.
* Chapter 3 “Designing Significant Learning Experiences: Getting Started”
* Ch 4 “Designing Significant Learning Experiences: Shaping the Learning Experience”
* Kelchen, R. (2015). *The Landscape of Competency-Based Education: Enrollments, Demographics, and Affordability*. AEI Series on Competency-Based Higher Education. American Enterprise Institute for Public Policy Research.
* ([The Landscape of Competency-Based Education](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14451398)).
* Adams & Alby Resources: TILT Transparency in Learning and Teaching.
* [Transparency in Learning & Teaching: TILT](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453880)
* [Purpose of TILT](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453882)
* [Tasks and TILT](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453895)
* [Criteria](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453897)
* [TILT Template](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453906)
* [Checklist-for-Designing-a-Transparent-Assignment](https://ung.view.usg.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2773918&type=content&rcode=usgx-14453912)

Module 5:

* Course Design
* Whitten, D. (2007). Principles of Effective Course Design: What I Wish I Had Known About Learning-Centered Teaching 30 Years Ago. Organizational Behavior Teaching Review 31(3):339-357. Doi:10.1177/1052562906298445
* Fink, D. & Kang, L.I. (2008). A Self-Directed Guide to Designing Courses for Significant Learning: Designing Courses That Promote Significant Learning. *Fudan Education Forum, 1*(6), 72-80.
* Sample, M. (2011). Planning a Class with Backward Design. *The Chronicle of higher Education*. <https://www.chronicle.com/blogs/profhacker/planning-a-class-with-backward-design?cid=gen_sign_in>
* Adams, K. R. (2023). Universal Design for Learning Supporting Content Checklist.
* Martin, F., Ritzhaupt, F., Kumar, S., Budhrani, K., (2019). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education, 42*, 34-43.
* Towne, V. S. (2015). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. *MPAEA Journal of Adult Education, 44(*1), 32–33.

Module 6:

Assessment & Feedback

* Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
* Anne Boring, Kellie Ottoboni and Philip B. Stark. Student evaluations of teaching (mostly) do not measure teaching effectiveness. ScienceOpen Research. 2016. Vol. 0(0):1-11. DOI: 10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1
* Mitchell, K., & Martin, J. (2018). Gender Bias in Student Evaluations. PS: Political Science & Politics, 51(3), 648-652. doi:10.1017/S104909651800001X
* Alby, C. (2019). Ideas for checking for understanding and providing feedback. *Learning That Matters*.
* Podcast: When is a negative a positive? Freakonomics Radio. <https://freakonomics.com/podcast/when-is-a-negative-a-positive/>
* Motivation Lab. Wise framing for feedback. <https://motivatelab.org/wisefeedbackframing>
* Paige Mahoney, Susie Macfarlane & Rola Ajjawi (2019) A qualitative synthesis of video feedback in higher education, Teaching in Higher Education, 24:2, 157-179, DOI: 10.1080/13562517.2018.1471457
* Flathery, C. (2018). <https://www.insidehighered.com/news/2018/05/22/most-institutions-say-they-value-teaching-how-they-assess-it-tells-different-story>
* Uttl B, Smibert D. Student evaluations of teaching: teaching quantitative courses can be hazardous to one's career. PeerJ. 2017 May 9;5:e3299. doi: 10.7717/peerj.3299. PMID: 28503380; PMCID: PMC5426349.

Module 7:

* Scholarship of Teaching and Learning

Resource Bank:

* <https://libguides.ung.edu/SoTLatUNG>
* <https://nancychick.wordpress.com/sotl-guide/> (Rolllins College)
* Chick, N. (2018). Vanderbilt University SoTL Guide
* Rose, R. (2021). Finding SoTL Sources to Inform your Search. UNG CTLL Presentation
* <https://commons.hostos.cuny.edu/ctl/research-and-sotl-advice-for-the-community-college-scholar/>
* <https://www.youtube.com/watch?v=eedxoj1CPnk>
* <https://melbourne-cshe.unimelb.edu.au/professional-development/teaching-learning-and-assessment/SoTL>
* <https://issotl.com/category/blog/>
* <https://www.ala.org/acrl/publications/keeping_up_with/sotl>
* <https://acue.org/toolkits/>

**EDD 7107: Higher Education Leadership Theory and Research**

ASSIGNMENT(S): Module 2

TOPIC: Foundational Leadership Theory & Research

* *Leadership Theories Video (Adams, 2023)*
* Yannuzzi, T. J., Smith, D. N., Balconi, M., Davis, K. R., Fronda, G., & Angioletti, L. (2020). Emergent methodologies: New approaches for integrating theory and practice: Priority 9 of the National Leadership Education Research Agenda 2020–2025.*Journal of Leadership Studies, 14*(3), 90-96.
* Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives*. The Leadership Quarterly, 25(1), 36-62.* [*http://dx.doi.org/10.1016/j.leaqua.2013.11.005*](http://dx.doi.org/10.1016/j.leaqua.2013.11.005)
* *TEDTalk – Roselinde Torres*

ASSIGNMENT(S): Module 3

TOPIC: Organizational Leadership Theory & Research

* Bass, B. M., Bass, R., & Bass, B. M. (2008). The Bass handbook of leadership: Theory, research, and managerial applications. New York: Free Press.
* Bolden, R. (2011). Distributed Leadership in Organizations: A Review of Theory and Research. International Journal of Management Reviews, 13: 251-269.
* Rahbi, D. A., Khalid, K., & Khan, M. (2017). The effects of leadership style on team motivation. Academy of Strategic Management Journal, 16(3), 1.

ASSIGNMENT(S): Module 4

TOPIC: Individual Leadership

* Lord, R. G., & Brown, D. J. (2004). Leadership processes and follower self-identity. [electronic resource]. Mahwah, N.J. : Lawrence Erlbaum, 2004. Chapters 1-3
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ASSIGNMENT(S): Module 6

TOPIC: Higher Education Leadership Theory & Research

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* How One College President Confronts 'The Biases of the Professoriate' https://www.chronicle.com/article/How-One-College-President/242173
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ASSIGNMENT(S): Module 7

TOPIC: Community Engagement & Leadership

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* TEDx talk “From Fighting to Problem Solving” by Andrew Seligsohn. https://youtu.be/\_R9FL5dwbdc
* “Strategic Importance of Community Engagement in the Future of Research Universities” (11:24 - 37:05) keynote by Barbara Holland, community engagement scholar.

ASSIGNMENT(S): Module 8

TOPIC: Future Trends in Leadership Theory & Research

* Buller, J. L. (2018). Change Leadership in Higher Education: A Practical Guide to Academic Transformation (Vol. First edition). San Francisco: Jossey-Bass. Chapter Organic Academic Leadership.
* RENEWAL AND PROGRESS: Strengthening Higher Education Leadership in a Time of Rapid Change
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* Thompson, S. A., & Miller, K. L. (2018). Disruptive trends in higher education: Leadership skills for successful leaders. Journal of Professional Nursing, 34(2), 92–96.

**EDD 7203: Program Development and Assessment in Higher Education**

Module 1: Historical context of accreditation

* Loacker, G. (1985). Assessment in Higher Education: To Serve the Learner.
* Van Vught, F. A., & Westerheijden, D. F. (1994). Towards a general model of quality assessment in higher education. Higher education, 28(3), 355-371.
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Module 2: Accreditation Cycles and Process

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Module 3: Accreditation Reports and Feedback

* Watermark Insights (2022). SACSCOC Accreditation: 8 Things Peer Reviewers Want You to Know. Retrieved from: https://www.watermarkinsights.com/resources/blog/sacscoc-accreditation-8-things-peer-reviewers-want-you-to-know
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Module 4: Program Review

* Oakland Community College (2022a). Culinary Program Review 2021-22. [Report provided by Oakland Community College]
* Oakland Community College (2022b). Library Program Review 2021-22. [Report provided by Oakland Community College]

Module 5: Program Development

* Perez-Vergara, K., Lathrop, R., & Orlowski, M. (2018). Community college program planning: A method to measure and meet community need. Community College Journal of Research and Practice, 42(3), 204-217.
* Capaldi Phillips, E.D., & Poliakoff, M.B. (2015). The Cost of Chaos in the Curriculum. American Council of Trustees and Alumni. Retrieved from: https://files.eric.ed.gov/fulltext/ED563816.pdf
* THV11 (2022). UCA Concerns over African/African American Studies Major Being Removed. [Video]. Retrived from: <https://www.youtube.com/watch?v=Mm2PJUIUo3Y>
* Hummus, S. (2020). The Most Useless Degrees. [Video]. Retrieved from: https://youtu.be/1Rda2a5kdZg

Module 6: Assessment Process

* Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). Assessment that matters: Trending toward practices that document authentic student learning. National Institute for Learning Outcomes Assessment.
* Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). Beyond compliance: Making assessment matter. Change: The Magazine of Higher Learning, 47(5), 8-17.
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Module 7: Assessment Reports and Feedback

* Long, K. B. (2022). Using assessment to improve student learning in a diversity course. College Teaching, 70(1), 105-110.
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Module 8: Assessment Equity

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Module 9: State and Federal Regulations

* Code of Federal Regulations (1988; 1994). Part 600 – Institutional Eligibility Under the Higher Education Act of 1965, As Amended. Retrieved from: https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600
* USC Annenberg (2022). Calculating contact hours in online and hybrid classes. Retrieved from: https://annenberg.usc.edu/faculty-and-staff-resources/calculating-contact-hours-online-and-hybrid-classes