

**Nova Southeastern University  
Fischler School of Education and Human Services**

**Syllabus**

**I. COURSE NUMBER AND TITLE: EDD 9992 Community College Leadership and Change ( 3 credits) Winter 2012**

**II. PROFESSOR:**

Name: Dr. Margarita Cabral-Maly  
Email: cabralma@nsu.nova.edu  
Telephone: 904-280-1966 or 904-403-4651  
Office Hours: M-Th 7-9:00 P.M.

**LEAD PROFESSOR (Responsible for syllabus):**

Name: Dr. Debbra J. Nellis  
Email: debbien@nsu.nova.edu  
Telephone: 954-262-84371  
Office Hours:

- **Students should contact their on-site or online instructor for any question regarding this course.**
- **Instructors are invited to contact the professor above for questions about this syllabus.**

NOTE: To insure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices.

**III. COURSE DESCRIPTION**

**A. Course Description**

This course would provide and/or enhance the present knowledge, skills, and abilities of executive leadership within community college education. Students will examine leadership practices and styles of leadership focusing on community colleges and analyze the roles, responsibilities, styles, and differences of the present day leaders and administrators. Topics would include discussion on relationships with the community, governmental administrators, financing, and public policies within the community.

## **B. Course Rationale**

This course provides the student with the background and knowledge consistent with the 21<sup>st</sup> century community college leadership movement. Leaders need to enhance their functional abilities in organizational strategy, resource management, communication, collaboration, professionalism and advocacy in order to advance and sustain institution. The nexus of change, resource management, and building a culture of evidence all are key elements to identifying and enacting change.

## **IV. COURSE OBJECTIVES/LEARNING OUTCOMES:**

*On successful completion of the course, students will be able to:*

1. Assess, develop, implement, and evaluate strategies to monitor and improve the quality of education in the community college.
2. Identify and utilize critical thinking skills to solve problems, make decisions, and plan strategically.
3. Prepare a systems approach to assessing and responding to changing demographics and to the economic, political, and cultural needs of the students and the community.
4. Plan, organize, and coordinate fiscal resources and assets and college growth.
5. Align organizational mission, vision and resources with the community college organizational plans from private and/or community and state master plans.
6. Review best practices of creating and instituting policies with issues in faculty and staff tenure, salary, workload, faculty evaluation and preparation.
7. Embrace and employ the diversity of individuals, cultures, values, idea, and communication styles.

## **V. REQUIRED MATERIALS**

### **A. Required Textbook(s) :**

Tyree, L.W., M.D.Milliron, & G.E. de los Santos (Eds.). (2004). *The leadership dialogues: Community college case studies to consider*. Phoenix: League of Innovation in the Community College. (Text 1)

Rouche, J.E., M.M. Richardson, P.W. Neal, & S.D. Rouche. (Eds.). (2008). *The creative community college: Leading change through innovation*. Washington, DC: American Association of Community Colleges. (Text 2)

### **B. Required Articles and Papers**

Basken, P. (2008, August). Spellings commission runs low on time and on power to persuade. *Chronicle of Higher Education*, 54 (47), A14. Retrieved November 21, 2008, from Eric database (E808738).

- Brittingham, B. (2008, September-October). An uneasy partnership: Accreditation and the federal government. *Change: The Magazine of Higher Learning*, 40 (5), 32-38. Retrieved November 21, 2008, from ERIC database (EJ808073).
- Dautremont-Smith, J, Gamble, N., Perkowitz, R.M., & D. Rosenfeld. (2007, March). A call for climate leadership: Progress and opportunities in addressing the defining challenge of our time. *American College and University Presidents Climate Commitment*. Retrieved November 20, 2008, from [http://www.presidentsclimatecommitment.org/pdf/climate\\_leadership.pdf](http://www.presidentsclimatecommitment.org/pdf/climate_leadership.pdf).
- Euben, D.R. (2002, October). Sexual harassment in the academy: Some suggestions for faculty policies. *American Association of University Professors*. [Informational Outline]. Retrieved November 19, 2008, from <http://www.aaup.org>.
- Good, J.M. & Kochan, F. (2008, February). *Creating a quality program by linking strategic planning and assessment through collaboration*. Online submission paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education. New Orleans, LA.
- Grayson, K. (2004, May). Mixed signals: What college presidents want from media relations – and what they say they want – Are often too different things. *University Business*. [Electronic version]. Retrieved March 27, 2009, from <http://universitybusiness.com>.
- Khadaroo, S.T. (2008, July 8). Now “green” report cards for U.S. colleges. *Christian Science Monitor*. Retrieved November 18, 2008, from <http://www.csmonitor.com>.
- Lorell, C. (2000, Spring). Understanding the relationship of federal policies and community college: A proposed analytical policy framework. *Journal of Applied Research in the Community College*, 7, (2), 77-86. Retrieved March 27, 2009, from ERIC database (EJ633314).
- Levinson, R. (2007, July). Academic freedom and the first amendment. *American Association of University Professors*. Retrieved December 9, 2008, from <http://www.aaup.org/aaup/protect/legal/topics/firstamendment.htm>.
- The mission project: Building a nation of learners by advancing America’s community colleges. (2001). *American Association of Community Colleges*. Retrieved January 5, 2001, from ERIC database (EJ451865).
- Senge, P. (2009, January). Systems citizenship: The leadership mandate for this millennium. (Electronic Version) *Leader to Leader*, 45.
- 2008 Strategic master plan for higher education in Washington: Moving the blue arrow: Pathways to educational opportunity. (2007, December). *Washington Higher Education Coordinating Board*. Retrieved from <http://hecb.wa.gov>.
- Sustainable Appalachian communities resource guide: Social sustainability. (2008). *Berea College* (2008). Retrieved November 18, 2008, from <http://www.berea.edu>.

### C. Required Supplemental Resources

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pycszak Publishing.

Harris, R. A. (2005). *Using sources effectively* (2nd ed.). Glendale, CA: Pycszak Publishing.

NOTE: Before purchasing textbooks, first check the course textbook list for updates.  
<http://www.nsubooks.bkstore.com>

## VI. CALENDAR OF WEEKLY REQUIREMENTS

Week	Topics	Class Activities & Assignments
1	Mission and Vision Objectives #1 & #5	Assigned Reading(s): <i>The Mission Project: Building a Nation of Learners by Advancing America's Community Colleges</i> <a href="http://www.eric.ed.gov">http://www.eric.ed.gov</a> (ED451865)  Text #II - Chapter 2 <i>From Challenges to Opportunities</i> (pages 7-25)  Discussion Assignment #1:  Choose one of the following statements and respond:  <i>1. The American community college system is currently having an identity crisis. From the readings, give an example and discuss from the following perspectives:</i>  <i>a. Are community colleges still serving the same community?</i> <i>b. Are the demographics of the population which community college serves changing, and, if so, in what ways?</i>  <i>OR</i>  <i>2. As community college leadership matures, describe the challenges of changing values, beliefs and expectations from a faculty and student view.</i>  <b>Post your responses within Discussion Board Week #1 and follow instructions and criteria on page 11 – Due Jan. 8, 2012.</b>
2	Organizational	Assigned Reading(s):

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Development  
Objective #5

1. *Systems Citizenship: The Leadership Mandate for This Millennium* by Peter Senge.  
<http://www.leadertoleader.org/knowledgecenter/journal.aspx?articleID=87>

Discussion Assignment #2:

*Building a shared vision and transforming an organization requires leadership and learning. Using the work of Peter Senge as a basis for your thesis,*

*1. How can we build organizations in which continuous learning occurs?*

*2. What kind of person can best lead the new organization?*

**Post your responses within Discussion Board Week #2 –  
Due Jan. 16, 2012**

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3 Part A: Strategic  
Planning and  
Decision Making  
Objectives #2 & #5

Assigned Reading(s):

Text #II - *The College of Southern Nevada: A Journey Toward a Shared Vision* (pages 115-132)

*Creating a Quality Program by Linking Strategic Planning and Assessment Through Collaboration* by Jennifer M. Good and Frances Kochan. <http://www.eric.ed.gov> (#ED 500983)

*2008 Strategic Master Plan Moving the Blue Arrow: Pathways to Educational Opportunity* by Washington Higher Education Coordinating Board.

<http://www.hecb.wa.gov/research/masterplans/documents/2008masterplan-fromPRT.pdf>.

Discussion Assignment #3

*The 2008 Strategic Master Plan Moving the Blue Arrow: Pathways to Educational Opportunity it sets the agenda for higher education in Washington State.*

*How do you think the plan allows for strategic growth and measures the improvement in the overall state system and the stated outcomes?*

**Post your responses within Discussion Board Week #3 –  
Due Jan. 22, 2012.**

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4 Part B: Legal

Assigned Reading(s):

Issues and  
Implications for  
Community  
Colleges  
Objective # 6

Text #I - Part VI: *Legal Issues, Politics and Policy* (pages 147-172)

- a. *A Web Untangled*
- b. *When Politics and Education Converge*
- c. *Expanding Enrollments: Legal Ramifications for Widening the Open Door*
- d. *The Sexual Predators*
- e. *Effective Political Advocacy at Kirkwood Community College*

*Sexual Harassment in the Academy: Current Issues and Trends*

<http://www.aaup.org/aaup/issues/women/legsexhar.htm>.

Written Assignment #1:

*Select a legal topic of interest and examine the impact on the institution. Write a 6-7 page paper detailing the ramifications and significance of the case. You may select from cases/case law from the following topics:*

- a. *Sexual Harassment*
- b. *Governing Board Relationship*
- c. *Academic Freedom*
- d. *Tenure*
- e. *Collective Bargaining*
- f. *Campus Safety*
- g. *Risk Management*
- h. *Intellectual Property Rights*

**Post your paper in Assignments for Week #4 and the Grading Rubric is on page 14 – Due Jan. 29, 2012.**

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5 Economic  
Sustainability  
Objective #4

Assigned Reading(s):

Text #II - *Transforming Morton College* (pages 67-78)  
Text #I - Part III: *Administration and Finance* (pages 53-80)

- a. *Build It and They Will Come*
  - b. *Thinking through a Financial Dilemma*
  - c. *Raising Tuition: A Conflicting Argument*
  - d. *Anatomy of a Financial Crisis*
  - e. *A College Response to a Community's Dream*
  - f. *Weathering the Storms*
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Choose two topics below and research (using journals/chronicle) provide examples and solutions for the topics:

- *Secure adequate funding*
- *Realigning budget priorities*
- *Leveraging corporate support*
- *Managing mill levy elections for increased local support*
- *Economic issues and state legislative support*
- *Workforce, partnerships, and outreach*

**Post your responses within Discussion Board Week #5 – Due Feb. 5, 2012.**

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**6** Environmental Sustainability Plan Objective #3

Assigned Reading(s):

*A Call for Climate Leadership: Progress and Opportunities in Addressing the Defining Challenge of Our Time* by American College and University Presidents Climate Commitment.  
[http://www.presidentsclimatecommitment.org/pdf/climate\\_leadership.pdf](http://www.presidentsclimatecommitment.org/pdf/climate_leadership.pdf).

Now “Green” Report Cards for U.S. Colleges by Stacy Teicher Khadaroo.

<http://www.csmonitor.com/Environment/Living-Green/2008/0708/now-green-report-cards-for-us-colleges>

Writing Assignment #2:

*Climate Neutrality, reducing carbon footprint, and adhering to LEED building standards are all challenges and commitments that community college leaders must undertake.*

*Research and write a 5-7 page paper on the community college’s role in supporting educational institutions as innovators creating long-term global legacies, knowledge and technology for the stewardship of the Earth’s human and natural resources. Include current research on LEED certification, exemplary practices and model colleges’ plans for sustainability.*

**Post your paper in assignments for Week 6 – Due Feb. 12, 2012**

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7	Social Sustainability Plan Objective #3	Assigned Reading(s): <i>Berea College – Sustainable Appalachian Communities Resource Guide – Social Sustainability</i> <a href="http://www.berea.edu">http://www.berea.edu</a>
		Discussion Assignment# 5  1. <i>Create a list of services and resources that a community college could access for a socially sustainable agenda. Relate social sustainability to the notion of protecting the vulnerable, respect for social diversity, and social capital.</i>
		<b>Post your responses within Discussion Board Week #7 Feb. 19, 2012.</b>
8	Public Stewardship and Accountability Objective #3	Assigned Reading(s): Brittingham, B. <i>An Uneasy Partnership: Accreditation and the Federal Government</i> . Change: The Magazine of Higher Learning, V40 N5 32-38 Oct. 2008 (Eric EJ808073)  Basken, P. (2008, August). <i>Spellings Commission Runs Low on Time and on Power to Persuade</i> Chronicle of Higher Education V54 N47 A14 Aug. 2008 (Eric EJ808738)
		Discussion Assignment #6  <i>One definition of stewardship is ‘encompassing a set of roles and skills that ensure competence and a set of principles to provide a moral compass.’ Using this definition as a guideline, discuss how accreditation and accountability compliance is essential for public stewardship. Give examples of how the perception of ‘lack of public trust’ hinders an institution’s ability to grow, change, and exhibit sustainability.</i>
		<b>Post your responses within Discussion Board Week 8 Due Feb. 26, 2012</b>
9	Innovative Leadership Objective #7	Assigned Reading(s): Text I - Part II: (pages 35-52) <i>Executive Leadership</i> a. <i>Styles in Hubris: The Balancing Act for Strong Leaders</i> b. <i>Growing Our Own Leaders</i> c. <i>Daring to Leave a Legacy</i>  Text I - Parts VII: (pages 173-192) <i>What?</i> a. <i>Leading a College and a Life Divided.</i> b. <i>Is an Employment Contract Worth the Paper It’s Written On?</i> c. <i>Between a Rock and a Hard Place</i>



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*d. The Arrested Vice President*

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- 10**    Organizational Change  
Objective #7
- Assigned Reading(s):
- Text II - Chapter 6: *Richland College: Whole People, Whole Organization, Whole Lot of Fun* (pages 79-93)
- Text II – Chapter 13 – *Progressive Leadership and Professional Development in the Louisiana Community and Technical College System* (pages 213-228)
- Written Assignment #3 –  
*Prepare a 5-7 page research paper on innovative leadership and change and include content from three of the six listed topics:*
- a. Relationship Building*
  - b. Visionary Leadership*
  - c. Change Management*
  - d. Next Generation Leadership*
  - e. Leadership and accountability*
  - f. Servant Leadership*

**Post your Assignment #3- Due March 11, 2012**

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12**    Governance Board Relationships and Policy Development  
Objective #7
- Assigned Reading(s):
- Text I - Part I: (pages 8-34) *Governance*
- a. Jumping in With Both Feet*
  - b. The Florida Council of Presidents*
  - c. Strengthening Community Colleges to Meet Public Needs*
  - d. A Change in Board Composition*
  - e. An Attempt at Overlegislation*
  - f. System within a System: The Evolutions of Hawaii's Community College*
- Text II (pages 27-38)
- a. Guilford Technical and Community College: A story of Patience, Persistence, Perception and Change*
- Discussion Assignment #7 – **Due March 25, 2012**
- Interview (in person or by phone) a senior college administrator to discuss his or her views on the importance of contemporary policy development in community colleges.

**Post your responses within Discussion Board Week #12**

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13 and 14	Interagency Dependence, Program Integrity and State and Federal Relations  Objective #5	<p>Assigned Reading(s):</p> <p><i>Understanding the Relationship of Federal Policies and Community College: A Proposed Analytical Policy Framework</i> by Cheryl Lorell. Journal of Applied Research in the Community College V7 N2 (pages 77-86) Spring 2000</p> <p>Text II - Chapter 3: <i>Chaffee College</i> (pages 39-47); Chapter 12: <i>Kentucky Community Technical College System</i> (pages 190-211)</p> <p>Select Articles on <b>Program Integrity</b></p> <p>Written Assignment #4 –Choose one of the two below topics:</p> <p><i>Federal policies influence community colleges budgets, programs, accountability, and accreditation (just to name a few). Using a five-dimensional model, describe an example of influence for each of the dimensions:</i></p> <ol style="list-style-type: none"> <li>1. <i>Federal Research Support</i></li> <li>2. <i>Federal Tax Laws</i></li> <li>3. <i>Federal Financial Aid</i></li> <li>4. <i>Funded Mandates</i></li> <li>5. <i>Untenable Mandates</i></li> </ol> <p>Or</p> <p><i>Program Integrity and Gainful Employment Legislation and Issues</i></p>
<b>Post your paper Assignment #4 Due April 8, 2012</b>		
15	Resource Development  Objective #4	<p>Assigned Reading(s):</p> <p>Text I - Part VIII: <i>Fundraising</i> (pages 193-210)</p> <ol style="list-style-type: none"> <li>a. <i>Re-Energizing Your Board</i></li> <li>b. <i>A Firm Foundation</i></li> <li>c. <i>Creating a Comprehensive Foundation</i></li> <li>d. <i>Performing for Friends and Funds</i></li> <li>e. <i>Building a World Class Community College Foundation</i></li> </ol> <p>Text II - (pages 173-211) <i>Florida Community College at Jacksonville: Institutional Advancement Through Change, Agility, and Innovation.</i></p> <p>Discussion Assignment #8 – <b>Due April 15, 2012</b></p> <p>Development and Fundraising competencies are essential for leaders of 21<sup>st</sup> Century institutions. Is this one of your current skills or duties? How would you seek professional development in this arena and how difficult will this be for you?</p>

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**Post your response within Discussion Board Week #15  
Due April 15, 2012**

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**16**    Media Relations  
          Objective #7

Assigned Reading(s):

Text I - Part IX: (pages 211-226)

- *Media Relations in Good Times and Bad*
- *The Media and the Gainesville Student murders of 1990*
- *Engagement: It's more than PR*
- *Dealing with the student press*

*Mixed Signals: What College Presidents want from Media Relations – and What They Say They Want – Are often two different things* by Kathy Grayson

[http://findarticles.com/p/articles/mi\\_m0LSH/is\\_5\\_7/ai\\_n6038127?tag=content;coll](http://findarticles.com/p/articles/mi_m0LSH/is_5_7/ai_n6038127?tag=content;coll)

Discussion Assignment #9 – **Due April 22, 2012**

Choose (1)

- a. *Should community college traditionally hold press conferences and establish a press center?*  
*or*
- b. *What would be an effective response to a crisis of confidence (e.g., vote of non-confidence)? Should one arise for a sitting president?*  
*or*
- c. *Censorship and restrictions on student's newspapers is always difficult to get right. What would your advice be for the president on a matter related to an article versus an editorial on intelligent design?*  
*or*
- d. *Interview a community college reporter (in person, by phone, or by email) or a member of a paper editorial board and obtain his or her perspective on establishing and maintaining effective relations between the college and the media*

**Post your responses within Discussion Board Week #16 –  
Due April 22, 2012**

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**VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS**

**1. Posting of Weekly Discussion Assignments:** You are required to respond to the discussion assignment question indicated within each module. Post your response in the appropriate discussion assignment numbered area on WebCT. You should provide a comprehensive response to the discussion question in approximately 200-300 words. *Please note your web course expectations when posting are as follows:*

- Readings must be completed prior to submitting responses to the Discussions Area.
- Assignments and postings must be completed by the end of the week or the designated due date indicated by your instructor. Failure to post to the Discussion Area may result in your being required to withdraw from the course and re-enroll at a later date or to accept a failure for the course.
- Your responses to the postings of your classmates should include a thought-provoking question to serve as the basis for discussion.

**2. Weekly interactive responses to classmates' postings.**

- In addition to your weekly posting within the area **Discussion Assignment Areas (numbered #1, 2, 3, etc,...)**, you are expected to log on to the discussion board and provide comments to at least three (3) fellow students' discussion postings within 3 days from the student's initial posting.
- Your regular participation in the discussions should include but not be limited to your reactions to the readings of the posting and/or relevant information. You may debate and offer differing opinions with course colleagues. Discussion responses to questions should be approximately 50 words.

**2. Chat Sessions:** Your instructor may require online chats. If this option is selected by your instructor, the day, date, time and chat room of the instructor-led chats will be indicated. Your instructor might also require you to chat in groups with classmates at various chat rooms during the semester. If you are in a time zone other than the Eastern Time Zone, please note the correct time for the chat in your area. If it is absolutely impossible for you to attend the interactive chats during these times, notify your instructor at your earliest convenience. Chats will be recorded for students to read/listen to at a later time. **Chat times will be posted by the instructor 10 days prior to the chat.**

**Major Assignments.**

Summary:	
Major Assignments Points/Percentage	
Discussions	25%
Assignment #1	20%
Assignment #2	20%
Assignment #3	20%
Assignment #4	15%

## RUBRICS/EVALUATION

The rubric (evaluation) for assignments is indicated below:

	Exemplary: A 91-100 points	Good: B+ 86-90 points	Acceptable: B 80-85 points	Unacceptable: 0
Content	Readily identified components included in the assignment. Demonstrates deep concept of the material.	Ideas are generally strong. Demonstrates a working knowledge of the material.	Content is too brief. Mostly appropriate material.	Support is insufficient and components of the assignment are difficult to follow. Inconsistent understanding of the material. Paper does not conform to the page requirement.
Organization	Exemplary structure, organized from beginning to end. Consistently clear transitions.	Commendable overall structure. Generally clear topic sentences and frequent use of transitions. The reader can follow the line of reasoning most of the time.	Some lapses in order or structure. The reader is fairly clear about what the writer's intentions are.	Difficult to follow. Unclear topic sentences and infrequent transitions. The writing is not logically organized.
Form	Sentences are grammatically correct. All punctuation and spelling is correct.	Few errors in grammar. Few errors in punctuation or spelling.	Some sentences are awkwardly constructed. Several errors in grammar, punctuation, and spelling.	Errors in sentence structure are frequent. Many errors in grammar, punctuation, and spelling.
References	Appropriate, current, and credible references. Evidence of extensive use of scholarly literature.	A use appropriate, current, and credible references the majority of the time.	Some of the statements made are unsubstantiated with sources. Uses non referenced sources.	References are seldom cited to support statements.
APA	All APA conventions are followed.	Minimal APA errors	Several APA errors	Work does not demonstrate minimal knowledge of APA.

### VII. STANDARDS (Not Applicable)

### IX. CLASS POLICIES

- A. On-line attendance. If instructor requires chat sessions, students must be present at all chat sessions.
- B. Plagiarism Policy, Graduate Studies

Work that is submitted for credit must be the original work of the student.

- Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.
- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one's own work to

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be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit.

- Additional information pertaining to original work/plagiarism and the Code of Student Conduct and Academic Responsibility can be found in the Fischler School of Education and Human Services catalog at [http://www.schoolofed.nova.edu/fgshome/catalog/student\\_policies\\_procedures.pdf](http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf)

C. Writing across Curriculum

- This course includes written assignments that make up at least one half of the final course grade.
- Written assignments can include, but are not limited to, abstracts, bibliographies, case studies, computer programs, essays, journal entries, lesson plans, literature reviews, project proposals, project reviews, reaction papers, research papers, seminar summaries, and technology reports.

D. Americans with Disabilities Act

<http://www.usdoj.gov/crt/ada/adahom1.htm>

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at [seldines@nsu.nova.edu](mailto:seldines@nsu.nova.edu). Undergraduate students should contact the undergraduate disability services representative at the Farquhar College of Arts and Sciences at 954-262-8405 or 1-800-986-3223, ext. 8405.
- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSEHS Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

E. Last Day to Withdraw from Course

- In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.
- Refer to the refund section of the appropriate graduate catalog: [http://www.schoolofed.nova.edu/fgshome/catalog/student\\_policies\\_procedures.pdf](http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf)
- For further assistance, contact your Academic Advisor.

F. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

## X. Course Grading Rubric

Gr	%	GPA	Criteria
A	91-100	4.0	<p>1. <b>Content</b> - Assignments demonstrate a thorough depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, thorough, meet or exceed stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students have included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students clearly demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students generally demonstrate originality and fresh perspectives.</p> <p>2. <b>Quality of Communication</b> - Written and oral work demonstrates superior doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear, concise, cogent, and correct (i.e., word choice is effective; sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively; points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. <b>Preparation (readings, field work, etc.)</b> - Preparation for all classes and assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students consistently demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students consistently demonstrate personal growth as specified in the doctor of education learning outcomes</p> <p>4. <b>Format</b> - Where applicable, citations and references are used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).</p>
B+	86-90	3.5	<p>1. <b>Content</b> - Assignments demonstrate a depth and application of knowledge as specified in the course objectives and the doctor of</p>

education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is generally focused on the assigned topics and the objectives for the assignment. Topics are generally fully developed. Students generally included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students demonstrate some originality and fresh perspectives.

2. **Quality of Communication** - Written and oral work demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear and correct (i.e., word choice is effective; sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively; points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).
3. **Preparation (readings, field work, etc.)** - Preparation for all classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students generally demonstrate personal growth as specified in the doctor of education learning outcomes
4. **Format** - Where applicable, citations and references are generally used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

<b>Gr</b>	<b>%</b>	<b>GPA</b>	<b>Criteria</b>
<b>B</b>	<b>80-85</b>	<b>3.0</b>	<ol style="list-style-type: none"> <li>1. <b>Content</b> – Assignments demonstrate some depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed most parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students occasionally include</li> </ol>



additional material or information or both beyond requirements and, where appropriate, occasionally demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate some evidence of field based activities and higher levels of critical thinking and independent learning.

2. **Quality of Communication** - Written and oral work generally demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student’s work is generally correct, although there are aspects that may not be effective (i.e., word choice, sentence structure, the thesis statements and supporting details in paragraphs may not be clear. Transitional words and phrases may be disjointed; points and ideas may not be well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).
3. **Preparation (readings, field work, etc.)** - Preparation for most classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate some ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students demonstrate some personal growth as specified in the doctor of education learning outcomes
4. **Format** - Where applicable, citations and references are generally used correctly and consistently, with efforts made to include a range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

<b>F No .0 Credit</b>	Does not meet the above standards
<b>Gr</b>	<b>Criteria</b>
<b>I Incomplete</b>	<ol style="list-style-type: none"> <li>1. A grade of incomplete (I) may be granted at the discretion of the instructor, to students who are in good standing, because of unexpected personal or professional emergencies, and must be made up within one term (or sooner) of the final class meeting of the course, as stipulated by the instructor. A grade of “I” may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, references, etc.) in a timely manner by the end of the course. Students requesting extensions due to medical reasons are expected to provide official medical documentation. It is the student’s responsibility to consult the instructor and submit the <i>Incomplete Grade Agreement Form</i> prior to the end of the course. The instructor will not</li> </ol>

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accept assignments received after the date indicated on the agreement, and the student's grade will be assigned according to the work the student completed by the end of the course.

2. Upon approval by the instructor, students will be required to complete and submit an "Incomplete Grade Contract" to the instructor. The timeline for an "Incomplete" shall not exceed one term or as specified in the "Incomplete Grade Contract." An incomplete grade that has not been changed by the official date in this agreement will result in a grade of "F" (No Credit).

## **X. LIST OF SUGGESTED REFERENCES**

### **A. Book:**

1. Rosenfeld, S. (2006). Cool community colleges: Creative approaches to economic development. Washington, DC: Community College Press.

### **B. Journals:**

1. Roueche, J. E., Rouche, S.D. (2000, May/June). Facing the new millennium: Making friends with the future. Community College Journal, 70(5), 16-22.

### **C. Websites:**

American Educational Research Association. Retrieved on October 1, 2007, from <http://www.aera.net>

- D.** APA Manual assistance with electronic citations <http://www.apastyle.org/>

## **XII. COURSE AND INSTRUCTOR EVALUATIONS**

Upon completion of the course, please be sure to submit your evaluation of the course and your instructor by completing the online evaluation on the following Web site. These evaluations will be anonymous and will not be available to the instructor until after grades have been posed. It will also provide you with an opportunity to assist the faculty to improve services to students.

<https://www.nova.edu/sbin/evaluations/oce-get-nsuid.cgi/>

**Appendix A**  
**Doctor of Education Learning Outcomes**

## **Appendix A**

### **Doctor of Education Learning Outcomes**

#### **Depth and Application of Knowledge**

Graduates of the doctoral program in education and related disciplines will be able to:

1. Use appropriate technology to support assessment, communication, information access, and decision-making.
2. Apply theoretical, conceptual, and practical knowledge to improve situations in the work setting.
3. Function as leaders in the field of education and related disciplines.
4. Interpret the complex relationship of education to the community, the nation, and the world.
5. Describe historical highlights and contemporary issues in their professional field.
6. Demonstrate a multidisciplinary perspective along with more focused specialty knowledge.
7. Apply knowledge and theory to practice with competence in a specific discipline.
8. Apply basic principles of practice to specific cases.

#### **Inquiry**

Graduates of the doctoral program in education and related disciplines will be able to:

1. Conduct scholarly research.
2. Locate, attend to, consider, and question information and arguments from a variety of sources including teachers, peer-reviewed literature, the Internet, media, and raw data.
3. Evaluate the validity of all sources of information.
4. Create cohesive, persuasive arguments relative to their discipline by evaluating, applying, or integrating appropriate information from various sources.

#### **Problem Solving**

Graduates of the doctoral program in education and related disciplines will be able to:

1. Identify and analyze a problem and its constituent parts.
2. Synthesize information from appropriate sources to form a deeper understanding of a problem and its relation to issues in their field.
3. Evaluate multiple perspectives and potential solutions.
4. Propose and justify the most appropriate solution to a given problem.

#### **Communication**

Graduates of the doctoral program in education and related disciplines will be able to:

1. Communicate effectively in writing using field specific terminology and conventions in a variety of forms for appropriate professional audiences.
2. Use appropriate technology to communicate effectively to the visual, aural, and other senses.
3. Demonstrate appropriate interpersonal communication skills in professional settings.
4. Incorporate and draw upon multiple cultural perspectives in written, oral, and interpersonal communications.

### **Professional Development**

Graduates of the doctoral program in education and related disciplines will be able to:

1. Describe the various components of leadership capacity, philosophy, approaches, and styles.
2. Analyze and discuss the motivating forces of one's own behavior and perceptions.
3. Practice systematic self-assessment and reflection.
4. Identify the limitations of one's own knowledge base and the social, historical, and cultural factors that influence one's knowledge.
5. Conduct oneself according to professional and ethical standards.
6. Demonstrate commitment to life-long learning.
7. Develop an appropriate career path.

### **Ethics**

1. Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
2. Demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical considerations in their interactions with others.
3. Make and explain decisions based on ethical and legal principles.

**Appendix B**  
**FSEHS Written Assignment Format**

## Appendix B

### FSEHS Written Assignment Format

***FSEHS – Written Assignment Format.*** All FSEHS students are expected to use the following format for general written class assignments. Each assignment will have at least three sections:

- Title Page
- Body of Text
- References

If other sections are required, they will be explained in the syllabus or course guide. The page setup and general specifications should adhere to the following:

- Set 1” margins on all sides.
- Use left margin justification
- Set the font for 12 pt with New Times Roman or other serif font.
- Use no bold or underlining. Underlining may be used if requested for certain assignments.
- Use the “Insert” function to insert Arabic page numbers at the upper right corner, with the same font as the text (no italics, periods, hyphens, underlining, or bold).
  - Use white paper

**The title page** will contain three vertically and evenly spaced and centered sections. It will contain no page number, although it is considered page 1.

- Top section:

Title of the Assignment  
Upper and Lower Case Style

- Middle section:

by  
Full Name  
Course code and CRN  
Title of Course

- Bottom section:

Nova Southeastern University  
Month, day, year

**The Body of Text** will start with page “2” in the upper right hand corner of the page.

- Indent ½” for each new paragraph, the default on most word processors.
- Text is to be double spaced.
- For subheadings, follow current APA style of flush left and italicized.

In the following cases, single spacing will be used.

- Block quotes of 40 or more words
- Tables of Contents
- Abstracts
- Table titles

**The References** list will start on a new page that is also numbered. The title is to be centered at the top of the page on the first available line.

### References

Use hanging indent and single spacing for each reference item. Hanging indent can be found by clicking on “Format,” selecting “Paragraph,” and choosing “Indentation,” change to “Hanging.” Double space between items.

References are listed in alphabetical order and follow the current APA format.