

**Nova Southeastern University
Abraham S. Fischler School of Education
Syllabus**

I. COURSE NUMBER AND TITLE: EDD 9100, Leadership Seminar (3 Credits, EDD 9100 S Leadership Simulation (3 Credits)

II. INSTRUCTOR

Name: Dr. David B. Ross
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Office Hours:

Students should contact their on-site/online instructor for any questions regarding this course.

PROFESSOR (Responsible for Syllabus)

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

III. COURSE DESCRIPTION

EDD 9100

- A.** This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process.
- B.** Rationale: Leadership has evolved over time, and as leaders in the 21st century it is essential that aspiring leaders are ready for the challenges that they face in our global society. In order to do this, they need to develop historical frameworks of leadership as well as how others view their leadership. Without this knowledge, leadership improvement will become difficult. It will be through this framework that students will acquire a deeper understanding of leadership principles; in turn, this will lead to additional growth and development.

EDD 9100 S

- A.** EDD 9100 applies problem solving and critical thinking skills in a real world-like, risk-free, and immersive environment. Through rich dialog and collegial collaboration, students will serve in a variety of key leadership roles within a city administration using a cutting-edge interactive simulation of a virtual city. Over a period of 15 weeks, you will be engaged in making vital decisions relating to the quality of life of Centerville.
- B.** Rationale: Leaders in the 21st century are expected to have the experience and wherewithal to make proper and just decisions from the moment they assume the mantle of leadership. Today's society demands that leaders come validated and with the experience to be successful and effective from the beginning. No longer do they have the benefit of long apprenticeships, allowing them to slowly hone and sharpening their leadership skills under the watchful eyes of experienced mentors and tutors. It is essential for potential leaders to acquire as much real world decision making experience as possible. The problem based leaders simulation tool EDD 9100 S is designed for you to experience a real world decision making understanding through an interactive, virtual Internet environment. EDD 9100 S is designed for you to incorporate your leadership theory and training during the EDD 9100 Leadership class.

IV. COURSE OBJECTIVES for EDD 9100 and EDD9100 S

EDD 9100

1. Examine the history of leadership.
2. Articulate the differences between management and leadership theories.
3. Develop an understanding of one's unique leadership style.
4. Articulate the importance of strategic planning and the development of vision and mission.
5. Identify the ethics and moral qualities of effective leadership.
6. Identify the role of communication in effective leadership.
7. Define the culture of an organization and understand the unique leadership behaviors that are necessary to meet its needs.
8. Assess and define the political environment of an organization and the roles leaders must play within the political structure.
9. Identify processes for policy development and its evaluation.
10. Define technology skills necessary for effective leadership development.
11. Describe the theories and stages of the change process as they apply to leadership.
12. Understand the role of the leader in the change process.
13. Identify the importance of using data to drive the decision making process.

EDD 9100 S

1. Apply problem solving skills to a virtual simulation platform.
2. Practice team building and collaborative decision making.
3. Develop and refine critical thinking and collaborative skills.
4. Transfer leadership skills learned through the problem based learning environment to professional practice.
5. Development of better communication skills.

V. REQUIRED MATERIALS

EDD 9100

Clawson, J. G. (2008). *Level three leadership: Getting below the surface* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Kouzes, J., & Posner, B. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey Bass.

Northouse, P. G. (2012). *Introduction to leadership* (2nd ed.). Thousand Oaks, CA: Sage.

Leadership Practices Inventory (LPI) Online License required. Go to Blackboard and follow the instructions to obtain this license located on the Homepage.

Required materials

Students will be using Blackboard Wimba for their chat sessions. Students are required to have a headset that has listening capability and a mike to speak with.

REQUIRED SUPPLEMENTAL RESOURCES

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C. American Psychological Association.

Galvan, J. L. (2005). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pyrczak.

Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd ed.). Glendale, CA: Pyrczak.

Nova Southeastern University, Abraham S. Fischler School of Education, Applied Research Office. (2003, June). *Style guide for the applied dissertation* (SGAD). North Miami Beach, FL: Author.

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

RECOMMENDED READING: Note: for Assignment 2 Book Review and Presentation

Ashby, D., Lyman, L., & Tripses, J. (2005). *Leaders who dare: Pushing the boundarie*. Lanham, MD: Rowan & Littlefield Education.

- Babiak, P., & Hare, R. (2006). *Snakes in suits*. New York, NY: Harper-Collins.
- Enomoto, E., Gardiner, M., & Grogan, M. (2000). *Coloring outside the lines: Mentoring women into school leadership*. Albany, NY: State University of New York Press.
- Fisher, R., & Ury, W. (1991). *Getting to yes* (2nd ed.). New York, NY: Penguin Group.
- Giuliani, R. W. (2002). *Leadership*. New York, NY: Miramax Books.
- Holton, B. (1999). *Leadership lessons of Robert E. Lee*. New York, NY: Gramercy Books.
- Iacocca, L. (2007). *Where have all the leaders gone?* New York, NY: Simon & Schuster.
- Katzenbach, J. R., & Smith, D. K. (1993). *The wisdom of teams*. New York, NY: Harper Collins.
- Truskie, S. D. (2010). *Leadership in high performance organizational cultures* (2nd ed.). Pittsburgh, PA: MSD Leadership Consultants.

EDD 9100 S

A. All required materials are within the Blackboard course homepage

B. Technical requirements:

Browser: Microsoft Internet Explorer 7.0 or above available free at <http://www.microsoft.com/ie>

Player: Adobe Flash Player 8 or above available free at <http://www.adobe.com/go/getflash>

Minimum Screen Resolution: 1024x768

Special note: While other browsers like Mozilla Firefox and Apple Safari may render the simulation, there is no guarantee that the simulation will run under these browsers.

You are strongly advised to use Internet Explorer 7 or above for this class.

C. Required Supplemental Resources (these are the same textbooks for EDD 9100)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Galvan, J. L. (2005). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pycszak.

Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding Plagiarism* (2nd ed.). Glendale, CA: Pycszak.

Nova Southeastern University, Abraham S. Fischler School of Education, Applied Research Office. (2003, June). *Style guide for the applied dissertation*. (SGAD). North Miami Beach, FL: Author.

Nova Southeastern University, Abraham S. Fischler School of Education, Leadership Simulation Users Guide

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

VI. CALENDAR OF WEEKLY ASSIGNMENTS

	EDD 9100			EDD 9100 S	
	Assignments	Due		Assignment	Due
Week 1	<p>Course Objectives 1, 2, 3 Leadership history, styles, and theories</p> <p>Read Chapters 2 & 3 Northouse, P. G. (2012). <i>Introduction to leadership</i> (2nd ed.) Thousand Oaks, CA: Sage.</p> <p>Begin reading (read through out term) <i>The leadership challenge</i>, this will assist you understanding the LPI activity</p> <p>Kouzes, J., & Posner, B. (2007). <i>The leadership challenge</i>. (4th ed.). San Francisco, CA: Jossey Bass.</p> <p>Discussion Topic: After reading about leadership styles in the Introduction to Leadership, think about the best leader with whom or for you have ever worked for. List five characteristics that made this leader “great”. Using the information you discovered in your reading and the characteristics you defined, discuss how this leader’s style impacted the organization. What could a “weak” leader do to change styles?</p>	<p>Response to Discussion Topic & colleague responses (2)</p>	Week 1 Period 0	<p>Simulation Introduction (period 0)</p> <p>Students need to familiarize themselves with the overview of Centerville, the City Council and the Sector to which they have been assigned. Students need to enter the simulation and review/locate all the areas and tools they will be using.</p>	No assignment due
Week	Course Objective 4	Response to	Week 2		No assignment

2	<p>Strategic planning/Vision/Mission</p> <p>Read Chapters 5 & 8 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> (4th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Read Chapters 5,6 & 9 Northouse, P. G. (2012). <i>Introduction to leadership</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Discussion topic: Find a vision or mission statement from the organization in which you work or an organization to which you have a personal connection. Critically analyze and reflect upon this statement. Does it appropriately reflect the direction of the organization? Would you agree that the organization does what the statement suggests? Describe the ways in which the statement is or is not a true reflection of the organization. Provide examples and additional information to support your positions.</p>	<p>Discussion Topic & colleague responses (2)</p>	<p>Period 1</p>	<p>Simulation begins, sector meeting 1 / period 1, meeting in City Council, sector meeting 2 / period 1, decisions, focus on organizational goals and creating or revising visions</p>	<p>due</p>
<p>Week 3</p>	<p>Course Objective 6 Communication</p> <p>Read Chapter 20 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> (4th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Chapter 10 Northouse, P. G. (2012). <i>Introduction to leadership</i>. (2nd ed.) Thousand Oaks, CA: Sage Publishing.</p> <p>Discussion Topic: You are now involved in the first period of your simulation experience. How has your</p>	<p>Response to Discussion Topic & colleague responses (2)</p> <p>(online cohort chat)</p>	<p>Week 3 Period 1 Goals & Vision</p>	<p>Information starting situation, team meeting 1 / period 1, meeting in City Council, team meeting 2 / period 1, decisions, focus on organizational goals and creating or revising visions</p>	<p><u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 1</p>

	<p>sector chosen to communicate? What made this a viable option for you? Did you choose more than one mode of communication and why? How did you reach this decision? What are the anticipated issues that you may face? Were there dissenting viewpoints, and if so, how were they addressed? What have you decided to do if a member can't make a scheduled meeting?</p>				
Week 4	<p>Course Objective 7 Culture</p> <p>Read Chapter s 4, 22 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> .(4th ed). Upper Saddle River, NJ: Prentice Hall.</p> <p>Discussion topic: Describe and analyze the culture of your sector and discuss how you could improve upon it.</p>	<p>Response to Discussion Topic & colleague responses (2)</p>	<p>Week 4 Period 1 Goals & Vision</p>	<p>Sector meeting 1 / period 1, meeting in City Council, sector meeting 2 / period 1, decisions, focus on organizational goals and creating or revising visions</p>	<p>No assignment due</p>
Week 5	<p>Course Objective 13 Data driven decision making</p> <p>Continue reading Kouzes, J. & Posner, B. (2007). <i>The leadership challenge</i> . (4th ed.). San Francisco: Jossey Bass.</p> <p>Assignment 1 (see assignment 1 description)</p>	<p>Assignment 1 due</p>	<p>Week 5 Period 2 Culture</p>	<p>Results Period 1, sector meeting 1 / period 2, Meeting in City Council, sector meeting 2 / period 2, decisions, focus on organizational culture within the team</p>	<p>Illuminate session with instructor</p> <p><u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 2</p>
Week 6	<p>Course Objective 8 Politics</p> <p>Read Chapter 6 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> .(4th ed). Upper Saddle River, NJ: Prentice Hall.</p> <p>Discussion topic: Describe two situations that occurred in your workplace where political influences affected the organization, one in a positive and one in negative way. How did the leadership handle each?</p>	<p>Response to Discussion Topic & colleague responses (2)</p> <p>(online cohort chat)</p>	<p>Week 6 Period 2 Culture</p>	<p>Sector meeting 1 / period 2, Meeting in City Council, sector meeting 2 / period 2, decisions, focus on organizational culture within the team</p>	<p>No assignment due</p>

<p>Week 7</p>	<p>Course Objective 10 Technology</p> <p>Continue reading Kouzes, J. & Posner, B. (2007). <i>The leadership challenge</i> . (4th ed.). San Francisco: Jossey Bass.</p> <p>Discussion Topic: Identify one new technology to which you have been recently exposed that you see as useful to enhance your leadership skills. Discuss why you chose this specific technology and its application in your personal leadership craft. If you do not have an example to use, research current technologies and find a new technology that may be applicable.</p>	<p>Response to Discussion Topic & colleague responses (2)</p>	<p>Week 7 Period 3 Political Influence</p>	<p>Results Period 2, sector meeting 1 / period 3, Meeting in City Council, sector meeting 2 / period 3, decisions, focus on political or cultural influences affected the organization</p>	<p>Illuminate session with instructor</p> <p><u>Writing Assignment 1</u> Sector Reflection (Group Paper)</p> <p><u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 3</p>
<p>Week 8</p>	<p>Course Objectives 11, 12 Change</p> <p>Read Chapter 24 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> .(4th ed). Upper Saddle River, NJ: Prentice Hall.</p> <p>Discussion Topic: Identify a change situation within your organization and tell us why the process was or was not effective.</p>	<p>Response to Discussion Topic & colleague responses (2)</p>	<p>Week 8 Period 3 Political Influence</p>	<p>Sector meeting 1 / period 3, Meeting in City Council, sector meeting 2 / period 3, decisions, focus on political or cultural influences affected the organization</p>	<p>No assignment due</p>
<p>Week 9</p>	<p>Continue reading Kouzes, J. & Posner, B. (2007). <i>The leadership challenge</i> . (4th ed.). San Francisco: Jossey Bass.</p>	<p>(online cohort chat)</p>	<p>Week 9 Period 4 Trends & Change</p>	<p>Feedback period 3, sector meeting 1 / period 4, Meeting in City Council, sector meeting 2 / period 4, decisions, focus on analyzing trend that shows change needs to take place</p>	<p>Illuminate session with instructor</p> <p><u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 4</p>
<p>Week 10</p>	<p>Course Objective 11, 12 Disruption</p> <p>Read Chapter 13 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> .(4th ed).</p>	<p>Response to Discussion Topic & colleague responses (2)</p> <p>LPI paper of</p>	<p>Week 10 Period 4 Trends & Change</p>	<p>Sector meeting 1 / period 4, Meeting in City Council, sector meeting 2 / period 4, decisions, focus on analyzing trend that shows change needs to take place</p>	<p>No assignment due</p>

	Upper Saddle River, NJ: Prentice Hall. Discussion Topic: Describe an event that has occurred within the simulation that caused a disruption and the impact it had on your sector and Centerville.	analysis of results from data obtained from individual report as well as professional development plan DUE			
Week 11	Course Objective 1, 2, 3 Read Chapter 5 (review) Northouse, P. G. (2012). <i>Introduction to leadership</i> . (2 nd ed.) Thousand Oaks, CA: Sage Publishing.		Week 11 Period 5 Disruption	Results Period 4, sector meeting 1 / period 5, Meeting in City Council, sector meeting 2 / period 5, decisions, focus on disruptive scenarios	Illuminate session with instructor <u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 5
Week 12	Course Objective 5 Ethical and Moral Leadership Read Chapter 6 Clawson, J. G. (2008). <i>Level three leadership: Getting below the surface</i> . (4th ed). Upper Saddle River, NJ: Prentice Hall. Read Chapter 10 Northouse, P. G. (2012). <i>Introduction to leadership</i> . (2 nd ed.) Thousand Oaks, CA: Sage Publishing. Discussion topic: Discuss an incident or situation within your organization where, in your opinion, the authorities behaved unethically, what made it unethical?	Response to Discussion Topic & colleague responses (2) (online cohort chat)	Week 12 Period 5 Disruption	Sector meeting 1 / period 5, Meeting in City Council, sector meeting 2 / period 5, decisions, focus on disruptive scenarios	No assignment due
Week 13	Course Objective 9 Policy Development and Evaluation Continue reading Kouzes, J. & Posner, B. (2007). <i>The leadership challenge</i> . (4th ed.). San Francisco: Jossey Bass.	Response to Discussion Topic & colleague responses (2)	Week 13 Period 6 Ethical Leadership	Results Period 5, sector meeting 1 / period 6, Meeting in City Council, sector meeting 2 / period 6, decisions, special focus on Ethical and Reflective Leadership	Illuminate session with instructor <u>Writing Assignment 2</u> City Council Representative ppt. Assignment for period 6

	Discussion Topic: How are policies created and adopted within your organization. Who is involved? Is there a process for evaluation of new policies? Is the evaluation process formal or informal?				
Week 14	Course Objectives 1, 2, 3 Read Chapter 4 Northouse, P. G. (2012). <i>Introduction to leadership</i> . (2 nd ed.) Thousand Oaks, CA: Sage Publishing. Assignment 2: Book review and presentation (see assignment 2 description)	Book review and presentation	Week 14 Period 6 Ethical Leadership	Sector meeting 1 / period 6, Meeting in City Council, sector meeting 2 / period 6, decisions, special focus on Ethical and Reflective Leadership	No assignment due
Week 15	Course reflection	No assignment due	Reflection	Results Period 6, Final wrap-up, Reflection and (team) feedback on leadership styles and personal effectiveness	Illuminate session with instructor Synthesis paper Due

VII. DESCRIPTION OF ASSIGNMENTS EDD 9100

Assignment 1: 20 pts.

There is research available about leadership that is inclusive of populations that in the past were not investigated and still remain underrepresented (Irby, Brown, Duffy & Trautman, 2002; Rosette, Leonardelli, & Phillips, 2008). Research has found that most, if not all, of the major leadership theories and models were based on research conducted studying white males (Irby & Brown, 1994; Shakeshaft & Nowell, 1984; Shakeshaft, 1989). Research also has found that female and minority leaders have a different experience than their white male counterparts (Martin, 1993; Thomas & Gabarro, 1999; Scott & Brown, 2006). The hurdles and barriers they face, their career paths, the way that they are viewed by their subordinates, colleagues and superiors, their leadership style and the preparation needed to best accelerate their professional opportunities are unique to their gender and racial status.

Irby, Johnson, Duffy and Trautman (2002) developed a new leadership theory based on research they conducted that included female leaders in the sample. *The Synergistic Leadership Theory* explains the need for the development of this model as a result of antiquated and

exclusionary practices that have dominated the development of leadership theory. It can be found in your related resources section of your Blackboard classroom.

Rosette, Leonardelli & Phillips (2008) conducted four studies investigating race and its role in the perception of effective leadership behavior. *The White Standard: Racial Bias in Leader Categorization* can also be found in the related resources section of your Blackboard classroom. Female and minority leaders remain underrepresented in higher ranking leadership positions (Tomaskovic-Dewey, Zimmer, Stainback, Robinson, Taylor, & McTague, 2006; U.S. Bureau of Labor Statistics, 2006). As an aspiring leader, it is critical that you understand leadership issues through many lenses. Research has also found that very little emphasis is given, in higher education leadership preparation programs, to the discussion of race and gender as variables that impact leadership (Islet, Brown, & Irby, 2001).

Read both these articles. Review, compare and contrast the articles. Describe those areas that you learn to be specific to the minority experience in leadership (we use the term minority to include both females and racial minorities). Additionally, reflect on your own professional experience. How do you feel about the points that are discussed within these articles? Do you agree or disagree with the findings based on your own experience and anecdotal information? Have you seen similar occurrences during your career? Have you experienced such bias in your own professional careers? How does what you have read change the way that you view minority leaders?

Give thorough examples. Please include 5 – 7 additional resources to support your positions in this 8 – 10 page paper. **Due end of week 5**

See rubric in Appendix B

Article 1 The Synergistic Leadership Theory (See “Week 5” in Blackboard for articles)

Article 2 The White Standard Racial Bias in Leader Categorization

Assignment 2: 20 pts

Through the course of the semester you have learned about many traditional leadership models and theories. For your final assignment you are to work with a partner to develop a multi-media presentation to the class based on one of the easily accessible books found in the suggested readings section of the syllabus. With preapproval of the professor, you may report on a leadership book of your choice.

You and your partner will provide a synopsis of the book in your 20 minute presentation to your class. Additionally, each student will submit an 8 – 10 page book review which should be independent of the views and opinions of your partner. How is this book similar and/or dissimilar to the material from your required readings? What did you learn as a result of reading this book? Has anything you learned from your chosen leadership book relate to the simulation which you experienced with the 9100S course. Make documented arguments for areas in which you agree or disagree with the author. Who should read this book? Why? **Due at the end of week 14.**

See rubric in Appendix B

Participation

- a. **Discussion Questions/Topics:** 3 pts. each (30 pts.) During onsite classes, you will be expected to have responded to the week's discussion question or topic. You must respond in a thorough manner citing references to validate your response. In addition, this will help serve as a basis for class discussion. This Assignment is a "set" assignment your response and two colleague responses, any one of these parts that are missing results in **NO** credit for this weekly assignment. This is part of your participation grade.
- b. **LPI Inventory Survey: 20 pts.** During the first week of class you will begin the process of securing your user's license. (**instruction to secure license located on homepage in Blackboard**) You will be completing a "self Inventory" and then send out to your supervisors (at least 2) the survey, next you will send one to your direct reports, (those that report to you, at least 2) The next "observer" inventory will go to your co-workers and finally you will send a survey for completion to at least two "others" that you. This process should be completed by the end of week 10

Students must complete LPI Self Assessment Survey and acquire a minimum of 7 individuals that the student works with and for, to complete a survey to assist with the student's leadership behavior profile. Once the student receives their LPI Report, they will analyze the results and prepare a leadership development plan in a written paper that discusses their strengths and challenges. This paper should be 4 to 7 pages in length not counting cover page and references. This paper should be based on 6th edition of APA

Chat Sessions: (Online Classes only Participation 10 points (2.5 pts each))

You will be responsible for conducting and participating in 4 **cohort** chats throughout the term. Your instructor will set up your cohort chat groups. You may advise your instructor of time zone concerns. Your instructor may try to accommodate these concerns. Once chat groups are established, a representative of the group will send the instructor the schedule of the chat sessions. The topics of your chats should be the material covered within the 2 weeks prior to the chat session. It is suggested that each member of the cohort chat group take turns leading the chat discussions. **Onsite classes** will also hold cohort chats, the number will be determined by your instructor

Students will be using Blackboard Wimba for their chat sessions. Students are required to have a headset that has listening and a mike to speak on.

EDD 9100 S

Writing Assignment 1 Sector Reflection (Group Paper) 20 pts.

Following period 2, you will reflect on your experiences within your sector, during these first two periods of the simulation. Sector members will submit to the current **Sector Data Recorder** (see DESCRIPTION OF DUTIES AND RESPONSIBILITIES on p. 14) their perception on group cooperation, communication issues, strengths, challenges of the group, and potential recommendations. Think strengths, weaknesses,

opportunities, and threats (SWOT) when building the paper. The Data Recorder will assemble a group paper, which should be reviewed and approved by all members, and then submitted on the discussion board. Due at the end of week 7. **Due end of week 7**

See rubric in Appendix B

Writing Assignment 2 City Council Representative Power Point Presentation Assignment 20 pts.

When it is your turn to serve as the sector representative to the city council, it will be necessary for you to prepare a power point presentation for the city council meeting for the purpose of presenting your sector's concerns, issues and budgetary requirements. Think Strengths, Weaknesses, Opportunities and Threats SWOT when building your presentation and be ready to answer questions from your city council representative.

This power point presentation, assignment 2, is when you are serving on the city council. It will be due according to the schedule listed below.

See rubric in Appendix B

If you are city council representative from your sector during:

Period 1. it will be due at the end of week 3

Period 2. it will be due at the end of week 5

Period 3. it will be due at the end of week 7

Period 4. it will be due at the end of week 9

Period 5. it will be due at the end of week 11

Period 6. it will be due at the end of week 13

See rubric in Appendix B

Synthesis paper 30 pts

Simulations are generally a method to provide a problem based experience that engage participants in addressing real world problems and situations, with the expectation that the leadership skills used can be transferred to the participants work place. The Leadership Simulation expects participants to use high level applied critical thinking skills in a collaborative environment. You are to prepare a 7-8 page paper addressing the concepts discussed in EDD 9100 as they applied to you as you participated in the leadership simulation, using a minimum of 7 cited references to support your response.

See rubric in Appendix B

Participation 30 pts

Participation in EDD 9100 S is like no other online class you have taken. Your participation is vital for

your success and your sector. You must need to communicate with other sector members each week as well as other city council representatives when it is your turn to serve in this role. This Blackboard course has been set up with Elluminate, Wimba, Live Classroom and the usual chat feature to assist you as you move through the simulation. Listed below are the areas that you will be assessed on:

Instructor led Wimba sessions are required on the following schedule listed below. (Your instructor will give exact day and time)

Week 5 instructor led feedback for period 1

Week 7 instructor led feedback for period 2

Week 9 instructor led feedback for period 3

Week 11 instructor led feedback for period 4

Week 13 instructor led feedback for period 5

Week 15 instructor led feedback for period 6

Value 18 pts

DESCRIPTION OF DUTIES AND RESPONSIBILITIES

Sector Meetings (Student led) using any one of the following platforms: chat, voice direct, Live Classroom, Blackboard email. Minimum number required (2) per period. Value 6 pts.

Sector requirements: Each student will serve at least 1 period as the city council representative, each STUDENT will serve at least once as the sector newspaper editor, and each student will serve at least once as the sector Data entry person.

Sector Newspaper Editor: One member per period will be appointed by the sector members to be the Newspaper editor. This person's responsibilities include putting a write up of the sector's decisions. Giving the rationale for the decisions, and entering any dissenting opinions from the sectors final decision from one or more of it's members.

Sector Data Recorder: One member per period will be appointed by the sector members to be the Data Recorder. This person will be responsible for entering any new data, (changing percentages, Quality of Service, etc.) as decided by the sector as well as entering the next periods city council representatives. One additional responsibility in period 1 will be to compile the ideas, concerns issues of the sector's group reflection paper and submitting it to the discussion board.

City Council Representative Responsibilities: Will represent their sector bring forth their sector's budget requests for approval. In addition, the representative will help decide Centerville's overall budget and projects. While a member of the city council, **one member** will be appointed to enter the decision data for Centerville. The sector representative to the city council will send/bring with them the sectors proposal (see Appendix B) to the city council for consideration.

City Council (when you are the sector representative) Minimum number required (1) per period. Data entry representatives are appointed by the city council representatives each period and will be required to enter each period's decision data in the appropriate headings. Value 6pts.

All ASSIGNMENTS ARE DUE AT THE END OF THE DESIGNATED TERM WEEK (MIDNIGHT SUNDAY, EST.)

Writing Performance

The following policies relate to your online writing performance. We expect the following from you as doctoral participants:

- a. Present thinking, writing and expression of ideas appropriate for learners at the doctoral level
- b. Use appropriate grammar and sentence structure. There should be no grammatical errors in all written assignments submitted to the discussion or to your instructor. Proofread and spell check materials prior to transmission/submission.
- c. Express coherent and logical flow of ideas when posting or responding
- d. Submit well-organized written material that is, comprehensive and focused.
Rewrites: If your work is unacceptable in the form in which you submitted the assignment, your instructor *may* offer the opportunity to rewrite the assignment. Please do not expect full rewrite for Credit.

VIII. STANDARDS

Not applicable to degree

IX. CLASS POLICIES

Academic Misconduct

The following acts violate the academic honesty standards and will result in a finding of Academic Misconduct:

- 1. Cheating in any Form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
 - 2. Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise
 - 3. Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code
 - 4. Plagiarism:** The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.
 - 5. Conspiracy to commit academic dishonesty:** Assisting others to commit acts of Academic Misconduct
- Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

6.Bribery: Offering of goods, services, property or money in an attempt to gain an academic advantage

7.Forging or altering documents or credentials: Examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

8.Knowingly furnishing false information to the institution

A. Plagiarism

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards:

1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc.,

must be the original work of the student. Original work may include the thoughts and words of another author if properly cited. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the recognized form and style manual and accepted citation practice and policy of the Abraham S. Fischler School of Education [FSEHS].

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the FSEHS specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students' work must comport with the adopted citation manual for the FSEHS.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University. If a finding of Academic Misconduct is determined, the following disciplinary action will ensue:

For all courses other than Practicum and Dissertation component courses:

Initial Finding of Academic Misconduct: Failing grade ("F") for the course.

[* See Note Below]

Any Subsequent Finding of Academic Misconduct: Failing grade ("F") for the course

[* See Note Below] and dismissal from the program; ineligible to return to the Fischler School of Education

and Human Services at any time in the future.

Any finding of Academic Misconduct on a Practicum, Dissertation or other program capstone component, including the concept paper, proposal, and/or final report:

Initial Finding of Academic Misconduct: Immediate dismissal from the program; ineligible to return to the Abraham S. Fischler School of Education at any time in the future.

***Note: If a charge of Academic Misconduct is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.**

Sources:

Abraham S. Fischler School of Education catalog and student handbook 2009-2010, pages 208-209. Retrieved August 20, 2009, from

<http://www.schoolofed.nova.edu/fgshome/catalog/FSEHSCatalog2009-2010.pdf>

Nova Southeastern University student handbook 2009-2010, pages 24-27. Retrieved August 20, 2009, and modified to reflect FSEHS standards from

<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

B. Americans with Disabilities Act

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 osja@nova.edu.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file 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.

C. 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.

D. The current edition of the FSEHS Catalog and Student Handbook is available on the Academic Affairs website at http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm. This document provides extensive information on University and FSEHS policies, regulations and procedures.

X. GRADING CRITERIA

A. Grading Rubric <http://www.fgse.nova.edu/gtep/students/gteprubrics.html>

- | | | | |
|----------|---------------|------------|--|
| A | 91-100 | 4.0 | <ol style="list-style-type: none">1. Content - Assignments are complete and thorough and meet or exceed stated specifications and criteria and are submitted on time. Students have completed all parts of the assignments as defined by the instructor. Knowledge of subject matter is clear, and all work is clearly focused on the assigned topics. Topics are fully developed. If appropriate, students have included additional material/information beyond requirements. If applicable, students have demonstrated applicability to the work setting (theory into practice). Students show evidence of critical thinking. If appropriate, students demonstrate originality and fresh perspectives.2. Quality of Writing - Written work shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. In students' written work, paragraphing is appropriate with clear thesis statements and supporting details. Sentences are clear and concise. Students vary sentence structure making use of subordinate clauses. Transitional words and phrases are used effectively. Points and ideas are well organized. Word choice is effective. English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure).3. Preparation (readings, field work, etc.) - Preparation for all classes is evident. Students participate regularly contributing ideas to class discussions 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.4. Format - 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. Students follow the American Psychological Association Form and Style Manual (4th Ed.) for the Graduate Teacher Education Program of Nova Southeastern University as well as the instructor's requirements regarding type face and size, margins, headings, title pages, and so forth |
|----------|---------------|------------|--|

B+ 86-90	3.5	<p>1. Content - Assignments are complete and meet stated specifications and criteria and are submitted on time. Knowledge of subject matter is clear. Written work focuses on assigned topics. Students have made clear efforts to address all parts of assignments, but might have missed one part of one or two assignments. Students have met all but perhaps one criterion or specification indicated by the instructor. (For example, if students are asked to provide examples of classroom strategies, perhaps the number of examples provided is insufficient; perhaps the examples are not explained in enough detail for the reader to form a clear picture of the strategy). In some assignments a match between theory and practice may not be evident.</p> <p>2. Quality of Writing - Written work shows good graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. In students' written work, paragraphs are organized around topics with supporting details. Sentences are clear and somewhat varied. Some transitional words and phrases are used. Organization is adequate. Words are used correctly. A few minor errors in the conventions of English usage do not interfere with the readability of the work.</p> <p>3. Preparation - Preparation for all classes is evident. Students participate regularly contributing ideas to class discussions that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagement in interviews, observations, or any other in-class or out-of-class activities assigned.</p> <p>4. Format - Where applicable, citations and references are used correctly and consistently. For any work requiring citations, all non original ideas are cited correctly and referenced in all reference list. All works in the reference list are cited in the text. Students generally follow the American Psychological Association Form and Style Manual (4th Ed.) for the Graduate Teacher Education Program of Nova Southeastern University as well as the instructor's requirements regarding type face and size, margins, headings, title pages, and so forth.</p>
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B 80-85	3.0	<p>1. Preparation - Preparation for most classes is evident. Students may choose not to participate in all class discussions or activities. When called upon, students may not be able to demonstrate that they have read assigned texts and articles or that they have completed other activities and assignments.</p> <p>2. Format - Where applicable, an attempt is made to use citations and references. For any work requiring citations, students attempt to cite</p>
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and reference all non original ideas, but may make errors in format

F No Credit

Does not meet the above standards

I Incomplete

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 *Incomplete Grade Agreement Form* prior to the end of the course. The instructor will not 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" (see Appendix B) 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 be converted to an "F" (No Credit).
-

Grading Scale

EDD 9100

A 91- 100 = 4.0

B+ 86 - 90 = 3.5

B 80 - 85 = 3.0

F No Credit

I Incomplete

Assignment	Value	% of Grade
Discussion Topics	30	30%
Participation (onsite)	10	10%
Chats (online)	10	10%
LPI Survey/Analysis paper 10pts ea.	20	20%
Assignment 1	20	20%
Assignment 2	20	20%
Total	100	100%

Grading Scale

EDD 9100 S

A 91- 100 = 4.0

B+ 86 - 90 = 3.5

B 80 - 85 = 3.0

F No Credit

I= Incomplete

Assignment	Value	% of Grade
Assignment 1	20 pts.	20%
Assignment 2	20 pts.	20%
Participation	30 pts.	30%
Synthesis paper	30 pts.	30%
Total Points	100 pts.	100%

Incomplete grades will not be automatically assigned if the coursework is not completed within the time frame established for the course. Incomplete grades will only be assigned if the participant establishes that circumstances arose that were beyond the participant's control prior to the end date of the course. These circumstances are confined to medical circumstances or family issues. An Incomplete Grade Contract must be negotiated with the instructor prior to the Assignment of an Incomplete Grade. Students must be passing at the time of the request.

XI. LIST OF SUGGESTED RESOURCES

A. Books

- Bolman, L.G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice and leadership*. (4th ed.). San Francisco, CA: Jossey-Bass.
- Heifetz, R. A. (1998). *Leadership without easy answers* (2nd ed.) Cambridge, MA: Harvard University.
- Kolb, D. A., Osland, J. S., & Rubin, I. M. (2007) *The organizational behavior reader* (7th ed.). Upper River, NJ: Prentice Hall.
- Kolb, D. A., Osland, J. S., & Rubin, I. M. (2007) *Organizational behavior: An experiential approach* (7th ed.). Upper River, NJ: Prentice Hall.
- Kotter, J. P. (1996) *Leading change*, Boston, MA: Harvard Business School Press.
- Roberts, W., & Ross, B. (1995). *Make it so: Leadership lessons from Star Trek, the next generation*. New York, NY: Pocket.
- Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (2006). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.
- Smith, D. K. (1996). *Taking charge of change*. Reading, MA: Addison-Wesley.

B. Web Sites:

Leadership Web Sites

[Academy for Human Resource Management](http://www.ahrd.org). Retrieved on Mar, 2009 at
<http://www.ahrd.org>

[American Association for Affirmative Action](http://www.affirmativeaction.org). Retrieved on Mar, 2009 at
www.affirmativeaction.org

[American Society for Training and Development](http://www.astd.org). Retrieved on Mar, 2009 at
www.astd.org

[Bureau of Labor Statistics](http://stats.bls.gov/). Retrieved on Mar, 2009 at
<http://stats.bls.gov/>

[Human Resource Law Web Site](http://www.gttlaw.com). Retrieved on Mar, 2009 at
www.gttlaw.com

[International Association for Human Resource Information Management-USA](http://www.ihrim.org). Retrieved on Mar, 2009 at
www.ihrim.org

[International Personnel Management Association](http://www.ipma.org). Retrieved on Mar, 2009 at

www.ipma-hr.org

[National Association of Workforce Professionals](http://www.work-web.com/nawdp). Retrieved on Mar, 2009 at
www.work-web.com/nawdp

[Society for Human Resource Management](http://www.shrm.org). Retrieved on Mar, 2009 at
www.shrm.org

Note: Web sites: Copyright © 1995-2004 by Allyn & Bacon A Pearson Company [Legal Statement](#)

Appendix A

Writing Resources

Students will be required to use the following format for all assignments except dissertation documents, for which the Style Guide for the Applied Dissertation is the reference. This guide can be located by accessing the ARO Web site.

Fischler School students are expected to use the following format for all written course assignments:

- Title Page
- Body of Text
- References

(If other sections are required, an explanation will be provided in the syllabus or course guide.)

- Set 1" margins on all sides.
- Use left margin justification.
- Set the font for 12 pt with Times New Roman or other readable serif font.
- Use no bold or underlining. Underlining may be used for linking URLs if requested for certain assignments.
- Use no running heads or page headers.
- 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 single-spaced sections, vertically and evenly spaced and centered. It will contain no page number.

- Top section:

Title of the Assignment
Upper and Lower Case Style
- Middle section:

by
Student's Full Name
Course code and CRN
Title of Course
- Bottom section:

Nova Southeastern University
Month, day, year

The Body of Text will start with the page number 2.

- Indent ½” for each new paragraph, the default on most word processors.
- Text is to be double-spaced.
- For headings and subheadings, follow current APA style as described in the APA manual 6th ed.

In the following cases, single-spacing will be used.

- Block quotes
- Table of Contents
- Abstract
- Table titles and figure captions

The References list will start on a new page after the main body; pagination should be continuous throughout the main body and the References section.

The title is to be centered at the top of the page on the first available line (as shown below). The ensuing instructions show how each item will look with hanging indent.

References

For each entry, use a hanging indent and single-spacing. To format a hanging indent in MS Word, click on “Format,” select “Paragraph,” and choose “Indentation” under “Special,” change to “Hanging.” Double-space between entries.

References are listed in alphabetical order and follow the current APA format. Hanging indent looks like these two instruction items. Appendix pages follow the References list.

Appendix B

Assignment Rubric

Note: All written assignments will be evaluated using the following rubric. Point value will vary based on the point value of the assignment.

Content	All aspects of the assignment are complete and appropriate (i.e., the topic, content, and the course objectives to the assignment, conceptualization of ideas, logical flow of ideas, and overall preparation for and organization of the assignment). Points will be deducted depending upon the degree to which the assignment fails to meet these expectations..
Quality of Communication	Doctoral level quality written or oral communication is demonstrated by the proper use of conventions of the English language (e.g., capitalization, spelling, grammar, syntax, and punctuation; high level of vocabulary; integration of research; etc.), where applicable. Points will be deducted depending upon the degree to which the assignment fails to meet this expectation.
Preparation (Readings, field work, etc.)	Demonstrates problem solving ability to, analyze, synthesize, and evaluate research and literature for assignments where appropriate. Points will be deducted depending upon the degree to which the assignment fails to meet this expectation.
Format	Adheres to the FSEHS Written Assignment Format, the Publication Manual of the American Psychological Association (6th ed.) (APA) and the FSEHS Style Guide for the Applied Dissertation (SGAD), if applicable. Points will be deducted depending upon the degree to which the assignment fails to meet this expectation..

