

**Nova Southeastern University
Fischler School of Education and Human Services
Doctor of Education in Educational Leadership
Course Syllabus
Reflection and Vision Portfolio
EDL 9480 (6 Credits)**

Donald D. Gainey, EdD
Program Professor – Doctoral Studies
Nova Southeastern University
Fischler School of Education and Human Services (FSEHS)
Doctor of Education in Educational Leadership (DEDL)
North Miami Beach, FL 33162
(401) 764-0373
gaineyd@nsu.nova.edu

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

August 2005

Course Description

Students will develop an in-depth and integrated analysis of their leadership activities and growth throughout the program. Based upon their course experiences, their leadership experiences on the job, as well as the standards of the Educational Leadership Constituent Council (ELCC) students will be able to produce a portfolio that will document how workplace activity compares with research about leadership and change. The goals of these standards, at the district level, the school level, and within the classrooms, are to ensure that the educational leaders are highly qualified in their respective roles to provide and improve student learning at all levels of K-12 schooling. Hence, the reflection and vision portfolio will be a comprehensive and developmental project during all phases of the program that will conclude with a personal vision for the future of education, a mission statement, future career plans, and personal plan for improvement. Students enrolled in *Reflection & Vision Portfolio* follow the assignments for school-based leadership or district-level leadership, depending upon which set of standards they select for their Reflection and Vision Portfolio.

Learning Outcomes

Upon the successful completion of this course, you will have demonstrated the following:

- A capacity to be a reflective practitioner. (ELCC #2.1, 2.2, 3.1, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1., 6.2, 6.3)
- The skill to analyze the behaviors of others as they relate to your school or school district. (ELCC #2.1, 2.2, 2.3, 2.4, 3.1, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3,)
- The ability to create effective working relationships with colleagues. (ELCC #2.1, 2.2, 4.1, 5.1., 5.2, 5.3,)
- A comprehensive review of the personal knowledge, skills, competencies, and dispositions that you developed in each course in your doctoral studies. (ELCC #2.2, 2.3, 3.1, 3.2, 3.3,)
- An understanding of the elements of each of the ELCC standards or the evidence that you have mastered during your doctoral studies. (ELCC #1.0, 2.0, 3.0, 4.0, 5.0, 6.0)
- A vision for the future of K-12 education. (ELCC #1.1, 1.2, 1.2, 2.2, 2.4, 6.1, 6.2, 6.3)
- The ability to develop a comprehensive and personal multi-media portfolio. (ELCC #1.0, 2.0, 2.1, 2.2, 2.4, 3.0, 4.0, 5.0, 6.0)

Questions to Guide Thinking and Practice. It is important that you consider the following before beginning this course:

- What literature do you rely upon to inform you of critical issues in education?
- What knowledge, skills, abilities, and dispositions have you gained from each course?
- What and who gave you new insights?
- What are the integrating themes of what you have learned?
- How have these themes been important to your values and actions?

- What organizing frameworks for your thinking and action have emerged?
- What personal patterns of your behavior have changed and why?
- What have been the defining times in your work (i.e., times that helped define you as a learner, teacher, and leader)?
- Have you or could you develop a school or district vision for learning as a school or district-level leader?
- How do you promote a positive school culture for learning as a school or district-level leader?
- How do you promote a safe, efficient, and effective learning environment as a school or district-level leader?
- How do you involve families and other community members to meet the diverse student and community interests for learning as a school or district-level leader?
- Do you consistently act with integrity, fairly, and in an ethical manner as a school or district-level leader?
- Have you influenced the larger political, social, economic, legal, and cultural context surrounding schools as a school or district-level leader?
- Given your particular beliefs and values, what is your dream for the future of education?
- What do you see as the major problems in education now and in the future?
- What solutions do you think would be most effective in addressing these problems?
- To what extent do you expect your dream to be realized within the time frame of your career or perhaps the lifetime of the next generation?
- What role do you hope to play in moving education toward your dream?
- If you are going to make an important impact on the future of children, what do you need to do for yourself?
- What are you going to do to maintain the mind set that leaders are learners, and that learning is not separate from doing?

Required Readings

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

Council of Chief State School Officers. (1996). *Interstate school leaders licensure consortium: Standards for school leaders*. Retrieved April 20, 2005 from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Educational Impact Electronic Textbook at <http://www.educationalimpact.com/nsu>

Educational Leadership Constituent Council. (2001, October). *Standards for advanced programs in educational leadership for principals, superintendents, curriculum*

directors, and supervisors. Retrieved December 1, 2003 from <http://www.npbea.org/ELCC>

National Staff Development Council. (2001). *NSDC standards for staff development.* Retrieved December 1, 2002 from <http://www.nsd.org>

Course Units and Assignments

The course will be divided into the following weekly topics and activities:

Week	Topic	Activities/Assignments
1	Introduction	Describe yourself as a professional, your work demographics, and your school improvement aspirations.
2	Reflection as a leadership development process and Reflective Summary	Describe personal changes as an educator and a leader based upon the DEDL program to date
3	Rationale for the ELCC Standards	Team – presentation regarding one topic as assigned with regard to our global economy, demographic changes, changing expectations for student results, social and family modifications, new technologies, leadership and management systems, and privatization and deregulation.
4	Implications for the ELCC Standards	Team – presentation regarding one topic as assigned regarding changes from technical skills to interpersonal skills, director to consensus builder and motivator, resource allocation to accountability for learning process and results, campus administrator to integrator of school and community services, and policy recipient to policy participant.
5	ELCC #1 – Implementing a Vision	Team – Utilize the elements of ELCC #1 to analyze a case study. Individual – Research and literature review of articles relating to ELCC Standard #1.

6	ELCC #2 – School Culture	<p>Team – Utilize the elements of ELCC #2 to analyze a case study.</p> <p>Individual – Research and literature review of articles relating to ELCC Standard #2.</p>
7	ELCC #3 – Safe Learning Environment	<p>Team – Utilize the elements of ELCC #3 to analyze a case study.</p> <p>Individual – Research and literature review of articles relating to ELCC Standard #3.</p>
8	ELCC #4 – Family and Community Involvement	<p>Team – Utilize the elements of ELCC #1 to analyze a case study.</p> <p>Individual – Research and literature review of articles relating to ELCC Standard #4.</p>
9	ELCC #5 – Ethics and Integrity	<p>Team – Utilize the elements of ELCC #5 to analyze a case study.</p> <p>Individual – Research and literature review of articles relating to ELCC Standard #5.</p>
10	ELCC #6 – Schools in the Larger Context	<p>Team – Utilize the elements of ELCC #6 to analyze a case study.</p> <p>Individual – Research and literature review of articles relating to ELCC Standard #6.</p>
11	Vision as a Guide to Personal Development	<p>Individual – Describe the assumptions, beliefs, and values that guide your behaviors; your vision for educational futures; your personal vision.</p>
12	Professional Development	<p>Individual – Describe your professional growth and career plan</p>
13	Leadership Development – Knowledge, Skills, Competencies, and Dispositions	<p>Individual – Utilizing the 10 core organizational values, habits of mind, and the domains of leadership performance outline by Dr. Alexander Grande, III (Educational Impact) analyze your leadership experiences.</p>
14	DEDL Program – Course Objectives	<p>Reflect upon all aspects and challenges of the DEDL program.</p>

Course Expectations

This course is taught entirely online on WebCT in an asynchronous format (see Appendix A). You will have ample time to reflect upon the topics and to post thoughtful responses to the Discussion Board. In addition, all assignments are provided in the course syllabus so you should be able to think about topics well in advance of the due dates.

The following is expected from you as doctoral students:

- Thinking, writing, and expressing ideas appropriate for learners at the doctoral level.
- Clarity of expression of ideas in both content and format.
- Written assignments will be free of spelling or grammatical errors as the result of careful proofreading prior to transmission.
- Logical and coherent flow of ideas.
- Well organized submissions of written work.
- Informed understanding of ideas based on extant literature.
- Consistent and meaningful participation in the dialogue on the Discussion Board.

Class Requirements

Timeliness of Assignments. In an asynchronous format, you and your colleagues will be able to submit assignments at your convenience. At the doctoral level, much of your learning will come from interaction between you, your colleagues, and your instructor. As a result failure to post assignments within the allotted time frame in an online class is tantamount to missing a class. Hence, in terms of fairness and equity, the submission of late assignments will be graded accordingly. You will also note that a one-week period is available for the submission of late assignments that may be the result of any number of personal or professional factors. After that grace period, instructors will have the option of not accepting assignments unless you were granted permission prior to the late date.

Bulletin Board Posting of Weekly Discussion Assignments. Each week you will be required to complete reading that will be pertinent to the weekly topic (Click on Course Content on the WebCT Homepage). Begin reading the assignments at the beginning of each week. All required writing assignments will be identified in each module. You are expected to log on to the Discussion Board at least three times per week to enter postings and written assignments and to check the WebCT course area for instructions regarding posting requirements. Your assignments and the instructor's feedback will be posted in the weekly assignment area. You should provide a comprehensive response to the discussion question or questions that should be between 300-500 words for individual assignments and 500-750 words for team assignments. WebCT mail should be checked daily.

The topics of each module are organized over a 15-week semester. You will be required to successfully complete the assignments listed. You should plan to spend a minimum of five hours per week working online and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading journals and periodicals

and completing the necessary background work to prepare for your postings and written assignments.

Bulletin Board Discussion Responses to Postings. You are expected to read the postings of all of the individuals in your class. You will also be required to respond to at least three of your classmates' postings in the discussion areas each week on three different days. Your regular participation in the discussions should include, but not be limited to, your reactions to the reading of the postings of your classmates and any relevant information you feel would add to the discussions. Your responses to the postings of your classmates should provide the basis for thinking and discussions. In many instances your responses will vary from those of your colleagues. It is these differences that will provide the basis for your discussions and responses to other students in the class. As such your response to students should be not only supportive, but also probing to stimulate thought among all members of the class. You may debate and offer differing opinions with your colleagues.

Finally, your discussion responses should be between 2-4 paragraphs in length (i.e., 50-100 words) and should contain grammatically correct sentences that have been thought out, encourage further discussion (e.g., adding to what has been posted or disputing what has been posted can lead to opening a discussion). Merely stating, "I agree," "Great posting," and so forth will not cause your classmates to reexamine their position on any particular assignment.

As you progress through the course, you are encouraged to apply the concepts and principles of the ELCC standards to your everyday practice. Utilize the opportunities outlined in the weekly assignments to apply, formally and informally, your new learning to your work setting. The value that you will receive from this course will be in direct proportion to your active engagement in reading assignments, writing assignments, online chat sessions, and the preparation of your personal portfolio.

To facilitate this you will be expected to:

- Complete a final assignment related to the ELCC standards for school-based or district-based leaders.
- Complete all readings prior to posting responses to the Discussion Board.
- Reflect an understanding, appreciation, and integration of the readings and the topics in your postings.
- Complete all assignments and postings by the designated due date (i.e., no. late assignments will be accepted).
- Electronically post all assignments to the Discussion Board.
- Post written assignments and responses to discussion question by the due date or face the consequences (i.e., failure to post responses to discussion questions will result in your being required to withdraw from the course and re-enroll at a later date or to accept a No Pass for the course).

Required Educational Impact Assignment. Using your Education Impact electronic textbook, the Leadership Academy and locate a "*Passion of Leadership*" with Dr. Alexander Grande, III. Review all the resources available on this segment of the Leadership Academy

(<http://www.educationalimpact.com/nsu>). You will need to utilize the concepts of dealing with the mind (i.e., how a leader thinks), the leadership heart (i.e., where leadership comes from), spirit (i.e., a leader's perspective of themselves), and the skills of leadership (i.e., what leaders need to do to become effective leaders). You will be required to make specific reference to the 10 core organizational values as the basis for your analysis of your leadership experiences.

Research and Literature Review – Drop Box Assignments. In preparation for your final assignment, you will be required to use the NSU Electronic Library or other resources to find at least 3 articles from different journals or periodicals (i.e., not different volumes or issues of the same journal or periodical), books, Web sites, and so forth relating to a particular ELCC Standard during weeks 5-10. You will develop a 1-2 page (i.e., 200-300 words maximum) critique of each article that will contain the following sections for each article, (a) a summary of the main points of the article, (b) the findings of article (if appropriate), (c) the strengths of the article, (d) the weaknesses of the article, and (e) the implications for your future actions related to this standard. You may use the references from the “suggested reading” and “additional resources,” but you must find references from different sources at least one of which must be from a refereed journal, yearbook, or some other referred source. Furthermore, references which are summaries of articles (i.e., *Educational Digest*, *ERIC*, *ERIC Digest*, etc.) are not appropriate at the doctoral level in this course. Using MS Word, the APA and SGAD, and the format for all FSEHS assignments, you will be required to submit the 1 page critique (2 pages will be the absolute maximum) for each reference that you will use for your final assignment to your instructor each week. Your summaries should be submitted in a WebCT drop box by 11:55 p.m. Eastern time on the Saturday at the end of the week.

Final Written Assignment. The final written assignment is an individual activity. Your final assignment will be due during the 13th week of this course. The final written assignment for this course will be a 20-25 page paper (using MS Word) that will focus on the ELCC standards and your personal experiences. The paper will be divided into the following sections:

- Title page
- Introduction
- ELCC Standard #1 – Mission and Vision
- ELCC Standard #2 – Culture and Instructional Programs
- ELCC Standard #3 – Management of Student Learning
- ELCC Standard #4 – Collaboration
- ELCC Standard #5 – Ethics, Integrity, and Values
- ELCC Standard #6 – Community Resources and Politics
- Summary and Conclusions
- References

This final written assignment should be a synthesis of the research that you have conducted for each drop box assignment. Note: This paper should not be merely a cut-and-past of your weekly research (i.e., a one page summary of the summary of each article that you have already submitted will not be acceptable). Rather, you should connect and relate the main points of the various articles into a concept that will be meaningful to you. Hence, your weekly research should serve as the basis for your synthesis. While you may have additional references, the 18 you used during weeks 5-10 should serve as the basis for your final assignment. Essentially you have been required to complete the drop box assignments so that you would have the research completed weeks before the final assignment was to be submitted (much like high school English teachers do when they teach students how to complete a research paper). Finally, where appropriate, you may utilize your professional experiences to augment, supplement, and support the points that you are attempting to make for each ELCC standard. Note: your paper cannot exceed 25 pages exclusive of the title page and references (i.e., a minimum of 18 scholarly references).

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.

Grading Criteria. Your final grade will be determined based upon the grades received on your weekly individual discussion postings and group assignments, responses to the weekly postings, research and literature assignments (drop box assignments due weeks #5-10), and your final assignment. The specific weighting will be as follows:

Weekly Postings	55%	110 points
Research and Literature Reviews	15%	30 points
Final Assignment.....	30%	60 points
		200 points

The final grade for the successful completion of the *Reflection & Vision Portfolio* (EDL 9480) will require you to earn 160 points out of a possible 200 points. Specific scoring for the overall course is as follows:

A = 181 – 200 points = 4.0

The required posting are made in a timely manner based upon the author’s opinion and supported by the literature. The responses to the postings of colleagues are made on separate days and before the deadlines. The postings demonstrate an understanding of the assignment; demonstrate good writing skills, and are provocative and thoughtful responses to the assignments.

B+ = 171 – 180 points = 3.5

The required posting are made in a timely manner based upon the author’s opinion. The responses to the postings of colleagues are made on separate days and before the deadlines. The postings demonstrate an understanding of the assignment; demonstrate good writing skills (i.e. there are few APA and SGAD errors), and thoughtful responses to the assignments.

B = 160 – 170 points = 3.0

The required posting are made in a timely manner based upon the author’s opinion. The responses to the postings of colleagues are made before the deadlines. The postings demonstrate an understanding of the assignment and demonstrate good writing skills (i.e. there are few APA and SGAD errors).

F = < 160 points = 0.0

The required posting do not meet the above requirements.

I = **Incomplete**

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.

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).

Optional Chat Sessions (at the instructor’s discretion). Your instructor may select to 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. However, you will need to chat in groups with classmates in various chat rooms during the semester to complete various assignments. All chats will be scheduled using Eastern Time Zone. If you live in another time zone, please note any adjustments in time that you may have to make. When scheduling group chats, please be considerate of the time zones of your classmates. If it is absolutely impossible for you to attend the interactive chats during these times, notify your instructor at your earliest possible convenience.

Rewrites. There is an expectation that all work will meet the standards for a candidate pursuing a doctoral degree. If work does not meet those standards in either content or format, you may be allowed to rewrite the assignment. However, you will be allowed only one rewrite for the written course assignments and one revision of the final assignment. If more than one assignment is unacceptable, your instructor will request a telephone conference to discuss options in the course.

Plagiarism. Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarism 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), or when another person’s work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one’s own work for academic credit (i.e., work that has previously been submitted for academic credit).

If the faculty member or administration determines that plagiarism has occurred, the following disciplinary action will ensue:

- Initial Occurrence: Failing grade (“F” or N/P) for the course.
- Any Subsequent Occurrence: Immediate dismissal; ineligible to return to the Fischler School of Education and Human Services at any time in the future.
- Any Occurrence of Plagiarism on a Practicum or Applied Dissertation: Immediate dismissal; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be randomly checked for plagiarism (http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf).

ADA Policy. 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 Mark A. Seldine, Ed.D. at (954) 262-8617 or 800-986-3223, ext. 8617, or by e-mail at seldines@nsu.nova.edu.

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

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>

List of Suggested References

Books and Articles

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Web Sites

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- American Association of School Administrators in Arlington, VA at <http://www.aasa.org>
- American Federation of Teachers in Washington D.C. at <http://www.aft.org>
- Education Week* for current articles in education by accessing <http://www.edweek.com>.
- Learning First Alliance. (2003). *A Practical Guide to Talking with Your Community about No Child Left Behind and Schools in Need of Improvement*. Retrieved December 1, 2003 from <http://www.learningfirst.org>
- National Association of Elementary School Principals in Alexandria, VA at <http://www.naesp.org>
- National Association of Secondary School Principals in Reston, VA at <http://www.principals.org>
- National Board of Professional Teaching Standards in Arlington, VA at <http://www.nbpts.org>
- National Education Association in Washington D.C. at <http://www.nea.org>
- National Center for Policy Analysis is a nonprofit public research organization established in 1983. The Web site offers a wealth of analysis, debate, and in-depth research from

around the world. Access the Web site with this address: <http://www.ncpa.org/> and then go to the lower left portion of the page and click on education ISSUES.

National Middle School Association in Westerville, OH at <http://www.nmsa.org>

National Staff Development Council in Oxford, OH at <http://www.nsd.org>

NSU Electronic Library is a valuable tool for accessing a vast searchable resource library which was recently upgraded to include streaming video.

Schools Matter at <http://www.schoolmatters.com/>

U.S. Department of Education in Washington D.C. at <http://www.ed.gov>

Appendix A
WebCT Coursework

WebCT Coursework

Overview

The Reflection and Vision Portfolio (RVP) is a comprehensive review of the knowledge, skills, competencies, and dispositions you have gained during your matriculation in the Doctor of Education in Educational Leadership (DEDL) program. While much of the development of your portfolio will take place prior to actually enrolling in the RVP, the actual course will be conducted in an online format and will run for 14 weeks. The RVP course is conducted using WebCT. Your NSU e-mail username and password will allow you access to the WebCT site for this course.

Prior to the start of the course, you must use your NSU e-mail address. If you have not forwarded your NSU e-mail, please check your NSU e-mail Inbox at webmail.nova.edu or mail.nova.edu for messages regarding this course that may be sent prior to the course start date.

Once your course has started, please use WebCT Mail (linked your course's Communication Tools) to correspond with your instructor regarding assignments.

Introduction and Guidelines to Web-based Learning

Welcome to an exciting and progressive learning opportunity. As you know, your online course will be delivered via the Internet in a Web-based design.

A Web Course is a class delivered through the Internet via Web pages, an electronic bulletin board and resource links. The course content is the same as a face-to-face course; however, the design and delivery are different.

Hyperlink - sometimes called a link. This is a part of the Web page that guides you to another topic when you click on it.

Browse – clicking on links, reading Web pages, and moving forward or backward among Web pages using the "forward" arrow or "back" arrow in the browser's page.

A Web course works in many ways similar to a face to face course.

The similarities are:

- 1) quality content;
- 2) research, collaboration, and papers are required;
- 3) discussions occur among you, your classmates, and your instructor;
- 4) learning is facilitated by the instructor;
- 5) independent work is required;
- 6) you submit your work to your instructor.

The differences are:

- 1) you will not meet with your instructor and classmates face to face,
- 2) discussions will occur via an Electronic Bulletin Board in the Communications Area of WebCT,
- 3) you will submit your work via WebCT Mail, bulletin board postings, and the assignment drop box.

How this WebCT Course Will Work

The Process

You will log on to the Internet and type in the URL <http://webct.nova.edu>. The entire content of this course is available to you through WebCT. Take time to print all pages and read them carefully. The hard copies will serve as a guide to you as you get comfortable with browsing the Web pages.

You will see your recommended reading, collaboration activities, assignments, and due dates either on the main Web page or located at a Web page that is **linked** to the main page. Your first reading should be to become comfortable with the pages and links. Look for requirements, and explore the various links on the page. Keep your hard copy by your side. Your second reading will be for content.

Completing *collaboration activities* will be accomplished using the Discussion Board. The exercises are linked on the side menu and on the *Course Content* page. Your instructor will post a weekly message regarding your exercise for the week. You and your classmates will post your responses as a "reply" to each exercise.

Post the contents of your research assignments or papers as a reply to the weekly bulletin board message from your instructor. If you wish, you may first compose your writings in a word processor and then copy and paste the contents into your posted reply.

Your instructor is available to you through WebCT mail. Instructors will be checking the Discussion Board and their mail in the Communications Area several times per week. The facilitation of your learning will be through your mails messages to the instructor, the instructor's responses to your messages, and comments on postings.

If you have trouble viewing pages within WebCT, please contact the NSU Computing Help Desk at 1-800-541-NOVA, ext. 4357 (HELP) or toll-free direct at 1-866-895-2700.

The Help Desk is open Monday to Friday from 7 a.m. to 4 a.m.. Eastern time and Saturdays and Sundays from 9 a.m. to 11 p.m. Eastern. time.

Secure (private) vs. Not secure (public) Transmissions

Your e-mails messages are secure documents. Only you and the person to whom you sent the e-mail will have access to the content of the message.

The Discussion Board *is not secure for communication among your classmates*. You can expect to see your postings (messages) and your "classmates" postings on the Discussion Board. The Discussion Board *is* secure from people who are not in your section of your online course. However, when working in study groups, only the members of a particular study group and the instructor will have access to the postings.

How you write and express yourself in e-mail and postings are very important. Often, the tone of an e-mail or posting can be misinterpreted if your writing and communications style is unclear. As always, you must satisfactorily complete everything that is asked of you in the postings; therefore, you will need to be diligent in checking into your Discussion Board and your e-mail messages. The recommended schedule for checking messages and postings is at least every other day.

Student obligations and responsibilities are noted below in the Guidelines and Evaluation sections.

Your study guide is in a Web page format. Several hyperlinks are embedded in the Web page.

Similar to your previous courses, your success in this course is based on the quality of your academic submissions (assignments), class participation in collaboration activities, and management of the learning experience. To insure your success in the academic area, you should follow all instructions and guidelines on the study guide page. To insure your success in the management area which will lead to academic success, please follow the protocol listed below.

You will want to read the study guide or syllabus thoroughly. The course guidelines and timelines are noted in the guide.

Tips for First Time Web Learners

- Since this is a new experience, you will probably be more comfortable if you print the guide and the pages from major corresponding links.
- Check your e-mail at least once every two days. This helps to keep you feeling connected and organized throughout the course.
- Read all messages thoroughly.
- Check your Discussion Board several times per week

Before we get started with our online class, please read through your course information materials. Visit the class discussion boards of WebCT and post a response to the questions there. You will be asked to introduce yourself to your online classmates.

Course Management

Course Management Protocol

Try to follow the guidelines and protocol noted below when you are posting and responding to topics on the Discussion Board. The protocol is designed to help you be organized and to help you see the flow of the discussions and activities.

Collaboration Guidelines

Your instructor will post collaboration activities in the WebCT Discussion Board area. Be careful to post your responses to the appropriate Discussion Board. Please do not start a new topic when posting your assignments.

Protocol for Collaboration Activities

Your instructor will post a topic for discussion. You must click on the topic, read it then click on the reply option. DO NOT SELECT "Compose Message" when responding to a topic.

If your posting does not appear after you have submitted it, click on the "Update listing" button which is located next to the "Compose message" button. You may also try clicking your browser's "Reload" or "Refresh" button one or more times. Clicking on 'Reload' causes the browser to retrieve the most recent version of your discussion board page from disk instead of using the older copy from cache.

WebCT Mail Guidelines

Check your e-mail at least every other day. Keep copies of your e-mails so you have a record of reference for completing your work. All e-mail correspondence between colleagues in this class and with your instructor should take place using WebCT e-mail.

WebCT Mail Protocol

When you send mail to your instructor, please type a ? if you have a question or statement when submitting assignment (see sample below). If you are not mailing within WebCT, please use your NSU e-mail address that looks like this ...gaineyd@nsu.nova.edu (with your username typed where gaineyd is typed here). Also, type your course number and section. This helps tremendously in speeding up a response. Remember to type your full name at the end of your correspondence. Often students forget to do this and we may not know you by your e-mail address!

Sample E-mail Headings

To: Dr.

Subject: ? on assign 1

Sending several e-mails about the same topic can be very confusing if you do not use the "Reply privately" or "Quote" features. When you create a new message each time you correspond, the flow of the conversation is lost. Your instructor will not always remember what the original message was about AND replies, such as ..."yes"... or "I need further clarification"... are not sufficient.

Online Resources

Much discussion arises in each online course regarding the proper format for citing references (within text) and the reference list for online resources. The following URLs will take you to sites that give details about how to cite information in APA format:

<http://www.apastyle.org/elecref.html>

<http://webster.comnet.edu/apa/index.htm>

The telephone number for distance library services is 800-541-6682, ext. 4602.

The reference research assistant's telephone number is 800-541-6682, ext. 4613.

Appendix B
Incomplete Grade Agreement



Nova Southeastern University
Fischler School of Education & Human Services
Doctoral Studies

It is the student's responsibility to consult the instructor and initiate this form prior to the end of the course.

Incomplete Grade Agreement Form

Grade of incomplete (I) is issued 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. **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. **A grade of "I" cannot be given if NO assignments have been completed by the official end date of the course. Incomplete grades that have not been changed by the official date in this agreement will be turned into F's.**

The Incomplete Grade Agreement Form must be sent by the student via e-mail to the instructor before the official end of the course. The subject line of the e-mail must include the student's name and "Incomplete Grade Agreement." For example, the subject line of the message would display:

John Doe – Incomplete Grade Agreement

Student's Name		Student's Soc Sec #	
Student's E-mail		Program Name (i.e. DEDL, OL, DHEL)	DEDL
Term & Banner Code	Summer 2005 200550	Course Location (i.e. site name, online)	Online
Course Title	Reflection & Vision Portfolio	Course Number	EDL 9480
Instructor's Name		Instructor's NSU E-mail	@nsu.nova.edu

The above-named student requests an extension for completion of coursework that includes the following:

1. Final Written Assignment

-----Below this line to be completed by the instructor.-----

The student agrees to submit the assignments listed above not more than one term from the end of this course. If this agreement is not fulfilled by this date, the student's grade will be **F**. The instructor will notify the student by return e-mail whether the agreement has been accepted. If the instructor does NOT accept the agreement, he or she will state WHY in the return e-mail. Assignments received beyond this contracted extension date will receive no credit and student's final grade will be assigned according to the work completed by the end of the course.

Acceptance of this form by the instructor constitutes an agreement between the student and the instructor.

**Instructor's
Signature**

Date

The instructor will e-mail the completed form to the student and keep a copy for his or her records.