Nova Southeastern University
Fischler School of Education and Human Services
Syllabus

I.   **COURSE PREFIX, NUMBER, AND TITLE:** EDD 8006 System Analysis and Design (3 credits)

II.   **INSTRUCTOR/FACULTY MEMBER**
      Instructors, please provide the following contact information to students on the first day of class.
      Name: David Lewis, Ph.D.
      Email: rlewis1@nova.edu
      Telephone: 954-262-8462
      Fax: 954-262-3906
      Office Hours: By appointment
                Students should contact their instructor for any questions regarding this course.

      PROFESSOR/LEAD FACULTY (Responsible for Syllabus):

      Name: David Lewis, Ph.D.
      Email address: rlewis1@nova.edu
      Telephone: 954-262-8462
      Fax: 954-262-3906

      NOTE: To ensure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Professor/Lead Faculty. Instructors may modify readings, topics, or assignments only after consultation with the professor/lead faculty listed above.

III.   **COURSE DESCRIPTION**
      A. An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system.
      B. **Course Rationale:** Instructional design and development are only parts of a larger system responsible for student learning. ITDE 8006 is concerned with the design, development, and evaluation of the larger system; educational and instructional systems. This course emphasizes distance education systems and their impact on social systems. Within a successful distance education system there are many subsystems (components) that must work together to accomplish objectives; distance education programs themselves are often a "subsystem" of a university, college, or private and public sector organization. Distance education is also a subsystem in the super system we refer to as society, and that is another perspective that must also be part of all the decisions instructional designers and developers make.

IV.   **COURSE OBJECTIVES:**

Students will be able to
   1. Identify systems concepts and theories
   2. Compare and contrast the attributes of a system
   3. Apply systems theory and concepts to work settings
   4. Analyze an existing educational system
   5. Identify the steps in designing a system
   6. Create a valid distance education system
   7. Identify subsystems that may impact on the individual's performance within the system

V.   REQUIRED MATERIALS
A. Required Textbook(s):

Kaufman, R., Watkins, R., & Leigh, D. (2001). *Useful educational results*. Lancaster, PA: Proactive
   Publishing.

B. Required Supplemental Materials:

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

   NOTE: Check the course textbook list for updates. http://www.nsubooks.bkstore.com/

VI.   CALENDAR OF WEEKLY REQUIREMENTS

WEEK	SUBJECT MATTER	READINGS	ASSIGNMENTS DUE	EVENTS
1	Introduction			Synchronous Meeting (*optional*)
2	Systems Theory	CH1-3	Discussion 1	
3	Mega Macro and Micro	CH4-6	A1: System Analysis	
4		no readings	A2: Project Description	
5	Data Coll. and Analysis	CH 7-8		
6	Data Coll. and Analysis	Mayer (2000) *	Discussion 2	
7		CH 9-10		
8		no readings	A3: Method. & Ques.	
9	Spring Break			
10	WBS	Portney (2007)*		
11	Res Requirements	Portney (2007)*	Discussion 3	
12	Critical Path Scheduling	Portney (2007)*		
13	Schedule Deliverables	Portney (2007)*	A4: Budget & Timeline	
14		no readings	A5:Proposal	
15		no readings	A6: Proposal Presentation	Synchronous Meeting (**required**)
16		no readings	A6: Proposal Presentation	Synchronous Meeting (**required**)

* Articles provided in Blackboard

VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Overview of all assignments

Over the next few weeks you will develop a grant proposal. This proposal is an individual paper, and will be developed over the entire semester as a series of five smaller assignments. In this project you will analyze an educational system, and then enhance the system by designing a distance learning component for the system. To do so you will conduct a needs assessment, develop a data collection instrument. Then you will propose a timeline and budget for the project. All of these subcomponents will come together in Assignment 5 to form one complete document. Finally, Assignment 6 is to present your grant proposal online to the class via Elluminate Live.

Assignment Rubrics will be provided in Blackboard.

Below is a table describing the organization of this grant proposal, and when your will write individual components.

Cover letter	Assignment 5
Abstract	Assignment 5
Introduction	Assignment 5
Statement of Needs	Assignment 2
Goal Analysis	Assignment 2
Community Description	Assignment 1
Analysis of the Ed. Inst	Assignment 1
Learner Analysis	Assignment 1
System Design	Assignment 2
Methodologies	Assignment 3
Budget	Assignment 4
Timeline	Assignment 4
Summary	Assignment 5
References	*All assignments*
Appendix A: Questionnaire	Assignment 3

Assignment 1. System Analysis (15 points)

Overview

In developing an understanding of educational systems and systems theory, students should be able to analyze a system in order to determine its key components and their interrelationships. For this assignment you will analyze a complex educational system. In Kaufman's terms you will describe "what is" – that is you will **write a synopsis of the education system as it exists today**. Refer to your readings for more detail on Kaufman's perspective. Remember in *future assignments* you will redesign the system to include distance learning components. So keep that in mind as you write these materials.

Description

There are three components of this analysis – the overall system and the learners:
1.) Community Description (Mega) – First, choose an educational system but describe that system from the Mega or community perspective. Start by writing a brief paragraph to describe this community. Answer questions like: Where is this community? Under what economic conditions does this educational system exist? What constraints are placed on this educational system? What resources are available?
2.) Educational system (Macro) – Describe your educational system (school, course, or program) and analyze its design. Please consider an overall systems perspective of your educational system. Consider how that system could become a distance learning environment, but wait to write about that in the next assignment. *In this assignment you are to describe it as it exists now*. This should

be a system with which you are familiar. Examine the system elements such as inputs, processes, products, outputs, outcomes, feedback, and the degree to which the system is an open system.

3.) Learner Analysis (Micro) – Now focus within the educational system to consider the learners. Describe those characteristics of the learner that will influence their instructional requirements. Describe the knowledge, opinions, needs, and wants of your target audience? Consider demographic variables, entry skill levels, maturity, motivation, experience, and the technical proficiency of your learners.

Deliverables:
1. **Analyze an educational system.**
2. This document should be no more than 1000 words.
3. Remember this will become a component of a larger document (See Assignment 5).
4. Use the *Fischler Assignment Format Guide* http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf and the *Publication Manual of the American Psychological Association* as your format.
5. Support your system analysis with references from published research studies or documentation about the system.
6. Organize your analysis document using the major headings indicated above.
7. In the next assignment (Assignment 2) you will design the distance education components to fulfill the needs of the system described above (Assignment 1).

Assignment 2. System Design (15 points)

Overview

The design of educational systems is a critical task that educators are often asked to perform. It may be the design of a corporate distance education system, a university program, or a system of instruction for an individual class. In each case the application of systems thinking will be essential for success. In this assignment you will describe "what should be" (given a distance learning format).

Description

In this assignment you will design a distance education system to fulfill the needs of the system described in Assignment 1. There will be three parts to this design document:
1. Statement of Needs – What is the instructional need that you have identified? First, state the system's need in a single sentence. Then describe in 100 words or less, the needs of the system. Define the problem, its causes, the target population, and include any documentation or supporting information. Keep it short and simple. You will be able to refine this in other assignments.
2. Goal Analysis – Next perform a goal analysis (a tutorial will be provided in the course). This will be in an effort to develop a goal statement, and then a concise list of measurable objectives. These objectives will be used to help you design a solution.
3. System Design – Use the objectives you derived above to help you design your system. The system should also be designed according to Kaufman's "Six steps to success" (p. 106) – if necessary reread Chapter 6. No, it will not be necessary for you to implement the design. You may also want to consider a causal analysis (Chapter 7 – p. 136).

Deliverables:
1. **Describe an original distance education system.**
2. This document should be no more than 1000 words.
3. Generate an optimal design for the system you analyzed in Assignment 1.
4. Use the *Fischler Assignment Format Guide* http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf and the *Publication Manual of the American Psychological Association* as your format.
5. Support your system analysis with references or documentation about the system.
6. Organize your design document using the two headings indicated above (Goal Analysis & System Design).

Assignment 3. Proposed Methodologies (15 points)

Overview
During a needs analysis, it is very important to gather data in order to support the analysis of the system. Each system is quite different and may require several forms of data to be collected and then later analyzed. Review chapter 8 before proceeding.

Description
In this assignment you will describe your methodologies for data collection.
BE CAREFUL… whole dissertations have sprung from an educational evaluation, so "keep it simple." Again remember Assignment 3 will fit into a larger document (described in Assignment 5).
There will be two subcomponents to Assignment 3:
1. Proposed Methodologies (for data collection & analysis) – This will be the section devoted to the methodologies of your proposal. Here you will describe **how** you are proposing to analyze the system. Will you use hard data, or soft data sources? Or both? Are you going to review reports, interview clients, or use focus groups? Remember you are working with an existing system, therefore there is already plenty of data about your system (perhaps at the educational institution or online). This is called an "extant data analysis." Also don't forget to describe the questionnaire below.
2. Questionnaire – This item will be an appendix to the final proposal. Choose one of your stakeholder groups (learners, teachers, parents etc.) and poll them for pertinent information. Please limit this document to one page. This is what Kaufman describes as "soft" or "perceptual" data (consider the example on p. 162)

Deliverables:
1. **Develop a set of data collection and analysis methodologies**
2. Limit this methodologies document to no more than 750 words.
3. **Design a questionnaire (one page).**
4. Generate the above document (Assignment 3) based upon the distance learning system described in **Assignment 2.**
5. Use the *Fischler Assignment Format Guide* http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf and the *Publication Manual of the American Psychological Association* as your format.
6. Support your methodologies with references from published research studies or documentation about the system.

Assignment 4: Project Plan (15 points)

Overview

As you develop a proposal it is important to consider project resource requirements. Remember your distance learning system will cost money. The purpose of a grant proposal is to request funding for a proposed project or research. So you will need to determine how much this project will cost. Also because it is a project, it will have a start date and an end date. So it will be necessary to consider those dates and everything in between. Grant reviewers want to know how you are spending their money, so they want to know when the project begins and ends, and how the money will be spent.

Description

The Project plan will be composed of two subcomponents:
1. Budget – Budgets are tricky. How much is too much and when is it not enough? We will go beyond Needs Assessment and have some additional readings that will explain the basics of Project management. We will look at how to convert your resource requirements (items like personnel costs, travel, space, rent, consumables, etc) and turn them into a project budget. No dollar amounts will be set. You will have to project a budget based upon your system's requirements.
2. Timeline – When will your distance learning environment be complete? Timelines are important when proposals are being written. They give your project credibility. It shows you have thought out the details, and as a project manager you know when to expect what.

Deliverables:
1. **Develop a budget**
2. Limit this budget to one page.
3. **Develop a timeline.**
4. Generate the above document (Assignment 4) based upon the distance learning system described in **Assignment 2.**
5. Use the *Fischler Assignment Format Guide* http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf and the *Publication Manual of the American Psychological Association* as your format.

Assignment 5: Proposal (15 points)

Overview

Now it is time to put it all together, but please make it readable for those who are reading it for the first time. You have done most of the work already, but you may want to rewrite items to make it work together, as a single document. Consider adding transitions, and introduction, a summary etc. Below is a list of required items in Assignment 5. The required items not already developed are bolded in the table below.

Cover letter	**Assignment 5**
Abstract	**Assignment 5**
Introduction	**Assignment 5**
Statement of Needs	*Assignment 2*
Goal Analysis	*Assignment 2*
Community Description	*Assignment 1*
Analysis of the Ed. Inst	*Assignment 1*
Learner Analysis	*Assignment 1*
System Design	*Assignment 2*
Methodologies	*Assignment 3*
Budget	*Assignment 4*
Timeline	*Assignment 4*
Summary	**Assignment 5**
References	**All assignments**
Appendix A: Questionnaire	*Assignment 3*

Deliverables

Now it is time to take what you have and make it readable. You'll need to package it for a grant reviewer. Different grant funding agencies have specific requirement for grant proposals. Consider the above structure to be the format required for your proposal. You also need to produce the following for Assignment 5:

1. Cover letter – a cover letter is required of all grant proposals. It allows you to greet those reading your document. For the purposes of this assignment let's pretend you are responding to an RFP (Request for proposals) from the U.S. Department of Education. Your cover letter is to be address to Dr. Jennifer Maddock. It's important to state your credibility and need in the letter. You''l also need to list your contact information. What else will you tell Dr Maddock? (Please limit this letter to 1 page).
2. Abstract – An abstract is a short paragraph describing to the reader everything there is to know about your proposed distance learning system, but in 250 words or less.
3. Introduction – This section will introduce the reader you proposed project. It will be important not to give away too much in this section. Remember you have a whole section devoted to the project need, but give them enough background information to understand where you are going with this document. Perhaps concentrate on the history of the educational institution and end with a look toward the future (limit your narrative to 500words or less).
4. Summary – Finally you will need to summarize the entire project proposal. (Please limit your narrative to 500words or less)
5. References – finally please compile all references for the entire project in one section.
6. Use the *Fischler Assignment Format Guide* http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf and the *Publication Manual of the American Psychological Association* as your format.

Assignment 6. Proposal Presentation (10 points)

Overview

…Ahhh and you thought the proposal was the finale! It doesn't end there...

Some time has passed since you finished your proposal and it seems those making the decisions as to fund your proposal or not, have had a difficult time deciding what to fund, so they want to hear it from you personally.

You have already produced a formal written proposal for your new system. For Assignment 6, you will prepare a 10 minute presentation that would respond to the question "What are you working on now?" or "How do you propose we improve the current status quo?" complete with an illustration that might be drawn on a cocktail napkin or note pad.

Description

There are many ways to communicate your ideas. Much of it has to do with the context of your proposal. You might have an opportunity to talk to someone during an elevator ride, over lunch, or at a full-blown proposal meeting.

- Assignment 6 is a live presentation to the class via Elluminate, however you will be restricted to only 1 PowerPoint Slide. We want
- You will have up to 10 minutes to describe/explain the project that you have created to the class.
- Your live narration should include the following points:
  - Your statement of need – why you are proposing the proposed distance learning system;
  - The learners in your proposed system;
  - Context in which the new, or distance learning component will reside;
  - A description of the Educational System to which the distance learning component will be added;
  - Budget and overall timeline
- Remember, you have only 10 minutes and a single visual to get your idea across.

Online Discussions (3 discussions, 5 points each)

[Note: You will participate synchronously during two live Elluminate sessions (Assignment 6).]

Over the semester you will participate in three discussions, via the Blackboard discussion boards. During these asynchronous discussion boards, the course instructor will give you the subject of each discussion (usually a question, or series of questions), as well as the details on discussion. You should make an initial post as a new thread to our Blackboard discussion board. DO NOT attach a Word document and keep your description in narrative form within the message text box.

Asynchronous discussion board posts will be graded at the end of the semester according to the rubric below.

Discussion Rubric

	Poor 2 points	Average 3 points	Good 4 points	Excellent 5 points	Points awarded
Professionalism	The learner's response is not characterized by one of the following criteria: a) thought-provoking b) supportive c) challenging d) reflective	The learner's response is characterized by one of the following criteria: a) thought-provoking b) supportive c) challenging d) reflective	The learner's response is characterized by two or more of the following criteria: a) thought-provoking b) supportive c) challenging d) reflective	The learner's response is characterized by the following criteria: a) thought-provoking b) supportive c) challenging d) reflective	/ 5pts possible
References Readings	• Does not refer to text for evidence or support of remarks	• References Readings	• References Readings (APA) • connects readings to previous readings and discussions	• Insightful reference to text being discussed • connects readings to previous readings and discussions • references other articles (APA)	/ 5pts possible
	•	•			
Response to others	No Comments (0pts)	Comments on the work of others (1pts)	• Comments on the work of others • Reflective response (2pts)	• Timely and appropriate comments • Reflective response • Provokes questions and comments from the group (3pts)	/ 3pts possible
Application		• Post does not contain any form of application (0pts)	• Post briefly address professional and personal examples. (1pt)	• Post applies information from professional and personal examples. (2pts)	/ 2pts possible
	•	•			/ 15pts possible

IX.   CLASS POLICIES

Attendance: Students must attend all face-to-face and online class sessions. The alternative assignment for a missed online class session is to submit to the instructor a written synopsis of the missed session based on the review of the record in session in the WebCT class site.

X.   GRADING CRITERIA

Grading Scale:

Letter Grade	Percentage	Quality Points
A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
F	Below 80	No Credit

C. Course Assignments and their percentage of the final grade

Assignment	Points
A1: System Analysis	15
A2: Project Description	15
A3: Proposed Methodologies & Questionnaire	15
A4: Project Plan	15
A5: Proposal	15
A6: Proposal Presentation	10
Discussion 1: Systems Theory	5
Discussion 2: Data Collection	5
Discussion 3: Project Management	5
Total:	100

XI. LIST OF SUGGESTED RESOURCES

A. Books and Articles:

Anglin, G. J. (1995). *Instructional technology*. Englewood, CO: Libraries Unlimited.

Brown, S. (1997). *Open and distance learning: Case studies from education, industry, and commerce*. London: Kogan Page. ISBN: 0749421207.

Dick, W., Carey, L., & Carey, J. O. (2005). *The systematic design of instruction.* (6th Ed.). Boston: Allyn & Bacon.

Dills, C. R. & Romiszowski, A. (1997). *Instructional development paradigms.* Englewood Cliffs, NJ: Educational Technology Publications.

Gustafson, K. & Branch, R. (2004). *Survey of instructional development models.* (4th Ed). Syracuse, NY: ERIC Clearinghouse.

Hannum, W. & Hansen, C. (1989). *Instructional systems development in large organizations*. Englewood Cliffs, NJ: Educational Technology Publications.

Marquardt, M. (1996). *Building the learning organization.* New York: McGraw-Hill.

Portny, S. (2007). Project management for dummies. (2nd ed.) Wiley Publishing Inc.

Reigeluth, C. M., Banathy, B., & Olson, J. (Eds.) (1993). *Comprehensive systems design: A new educational technology.* Berlin: Springer-Verlag.

Senge, P. (1990). *The fifth discipline: Organizational learning.* New York: Doubleday.

Smith, P. L. & Ragan, T. J. (2004). *Instructional design* (3rd ed.). New York: John Wiley and Sons.

B. Journals:

Educational Technology Research and Development. Association for Educational

Communications and Technology.

Performance Improvement Journal. International Society for Performance Improvement.

Tech Trends. Association for Educational Communications and Technology.

C. Websites:

Burmeister, M. (2002). Links Related to Instructional Design. Retrieved August 8, 2007, from
http://www.nova.edu/~burmeist/idlinks.html

Rossett, A. (n.d.). First things fast: *A handbook for performance analysis.* Retrieved August 8, 2007, from
http://www.josseybass.com/legacy/rossett/rossett.html

Teaching and Learning Methods and Strategies. (n.d.). Retrieved August 8, 2007, from
http://www.u.arizona.edu/ic/edtech/strategy.html

Yahoo!, Inc. (2007). *Yahoo education directory*. Retrieved August 8, 2007, from http://dir.yahoo.com/Education/

Nova Southeastern University. (2007). *Tutorials*. Retrieved August 8, 2007, from
http://www.schoolofed.nova.edu/oaa/tutorials.htm

Additional Assistance with APA formatting:

APA style.org (2007). Retrieved July 10, 2008, from http://www.apastyle.org/

StyleWizard.com (2001).*The APA wizard.* Retrieved July 10, 2008, from
http://www.stylewizard.com/apa/apawiz.html

Fischler School of Education, Applied Research Center (2007). *Resources for writing and preparing the applied
dissertation.* Retrieved July 10, 2008,
http://www.schoolofed.nova.edu/arc/res_writing_and_preparing/index.htm

The Landmark Project (2006). *Landmarks son of citation machine*. Retrieved July 10, 2008, from
http://citationmachine.net/.

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES ACADEMIC POLICIES AND REGULATIONS

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
6. **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.
7. **Bribery**: Offering of goods, services, property or money in an attempt to gain an academic advantage
8. **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.
9. **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 Fischler School of Education and Human Services [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.

<div align="center">Revised August 2009</div>

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 Fischler School of Education and Human Services 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: Fischler School of Education and Human Services 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

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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.

Revised August 2009