I. COURSE NUMBER AND TITLE: EDD 8121 Advanced Instructional Design (3 credits)

INSTRUCTOR

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Office Hours: by appointment only
   Students should contact their on-site/online instructor for any questions regarding this course.

PROFESSOR (Responsible for Syllabus):

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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 in consultation with the professor/lead faculty listed above.

II. COURSE DESCRIPTION

   A. Course Description

   This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. Prerequisites: EDD 8001, EDD 8124.

   B. Course Rationale

   The field of instructional design is based on a set of guiding principles that have remained fairly constant since the inception of the profession; however, the field has not remained static. Work by recent theorists and researchers have led to great advances in the practice of ID.

   It is incumbent on the ID academic or advanced practitioner to understand the basis of the field in order to be able to evaluate and utilize the latest techniques and strategies. This course will address a wide range of topics. The actual topics (case studies and articles) will be tailored to the interests of the members of the class, but may include Needs Assessment, Analysis, Course Design, Course Development, Assessment, Formative and Summative Evaluation, Implementing Change, and Professional Development in K-12, higher education, corporate, and military contexts.

IV. COURSE OBJECTIVES/LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Analyze instructional situations to determine problems and needs in accordance with the principles and theories of instructional design.
2. Devise proposed responses to instructional problems and needs.
3. Interpret and evaluate the literary and research contributions of theorists and practitioners in the field of instructional design.

V. REQUIRED MATERIALS

A. Required Textbooks:

Clark, R., Nguyen, F., and Sweller, J. (2006). *Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load*. San Francisco, CA: Pfeiffer.

Ertmer, P. A., & Quinn, J. (2007). *The ID casebook: Case studies in instructional design* (3rd ed.). Upper Saddle River, NJ: Pearson.

B. Required Supplemental Materials:

The articles to be reviewed will be available on the course website.

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

Fischler School of Education, Office of Academic Affairs. Fischler *Standard Format for Assignments*. Retrieved on February 18, 2008 from
http://www.schoolofed.nova.edu/oaa/pdf/fsehs_standard_format.pdf

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

VI. CALENDAR OF WEEKLY REQUIREMENTS

Week	Subject Matter	Readings	Articles*	Assignment due	
Well-structured learning environments					
1	Introduction		Jonassen (1997)*		blog
2	Procedural Learning: Job aids	Handout*	Gagné(1972)*		blog
3	Testing & Feedback	Kulhavy (1989)*	Hamilton (2003)*	Job aid & Report	blog
4	CTML & the modality effect	Clark& Mayer (2008)*	Mayer (2008)*		blog
5	Cognitive Load Theory	Chapter 1-3	Sweller et al (1998)	Discussion 1	blog
6	Split-attention effect	Chapter 4	Ayers & Sweller(2006)*		blog
7	Worked ex & Exp Rev effect	Chapter 8 & 10	Renkl et al (2002)*	Discussion 2	blog
8	Discovery learning	Mayer (2004)*, Clark et al (2006)*	Kirschner et al (2006)*	Discussion 3	blog
9	SPRING BREAK				
10	No readings			Demo Project	
Ill-structured learning environments					
11	Constructivism	Duffy & Cunningham (1996) *	Jonassen (1991) *		blog
12	CLEs	Jonassen (1999)*	Jonassen et al (1993)*	Discussion 4	blog
13	Case-based learning		Case presentation	Case Discussion	blog
14	Case-based learning		Case presentation	Case Discussion	blog
15	Case-based learning		Case presentation	Case Discussion	blog
16	No readings			Paper	

*Articles will be provided in Blackboard

VII. DESCRIPTION OF ASSIGNMENTS, RUBRICS AND POINT STRUCTURE

This course is considered an "advanced" course, therefore there are multiple assignments. Contact the instructor (by Blackboard e-mail or telephone) promptly if you are having difficulty understanding any of the assignments or course materials. I will be happy to clarify or provide guidance.

Assignment 1: Blog (20 points)

The course blog is a Blackboard communications tool. This tool is similar to a discussion board but allows for more thoughtful reflection. Blog entries are like entries in a diary, but they are not private since others in the class can read and comment on your ideas. Use this tool to make reflective entries that describe your thoughts on that week's readings. Please write between 100 and 500 words. It is expected that you 1) post weekly blog entries and; 2) comment on the postings of your fellow students. As you comment, it is important to be critical but respectful.

Blog Rubric:

	Fair 2 points	Average 3 points	Good 4 points	Excellent 5 points	Points awarded
Content	Does not cover content of readings.	Covers content of reading.	• Discusses content of readings. • Considers relationship of the assigned reading to own and others' responses from previous weeks.	• Discusses content of readings; • Considers relationship of the assigned reading to own and others' responses from previous weeks; • Brings in articles or information from sources outside those assigned.	/ 5pts possible
Reflection	Little thought put into subject matter	Reacts to author's work.	• Definite thought into responses. • Discusses research methods	• Definite thought into responses. • Discusses research methods • Considers future research questions	/ 5pts possible
APA Style	Does not use APA style	Multiple issues	Uses APA style, but minor mistakes are apparent	Uses APA style correctly	/ 5pts possible
Comments	Comments on other's posting.	Feedback is non-reflective	• Adds ideas; • Feedback is specific and detailed.	• Adds ideas; • Feedback is specific and detailed. • Asks reflective questions of others.	/ 5pts possible
				Total points	/ 20pts possible

Assignment 2: Job aid & report (10 points)

This document will be a printable document and is designed to give you an introduction to software documentation. Much of computer documentation is developed as a set of online job aids. (Deliverables = 2 pages total)

1. The report (1 page) (no more than 500 words): Please include the following in your discussion, with the rationale for you decisions:

- title;
- the intended audience;
- task description;
- the developmental stages, including how you pilot tested the job aid;
- revisions incorporated into the final product.

2. The Job Aid (Step-by-step procedural instructions) (1 page):

- This document will be a printable document;
- Describe a computer based procedure;
- Label each procedural step with text based statements;
- Eliminate "nice-to-know" extra tidbits of information. Only list "gotta know" information in each procedural step.
- Make use of screen shot graphics (a tutorial will be provided).

Report	Poor 1 points	Average 2 points	Good 3 points	Excellent 4 points	Points awarded
Report	Report lacking listed criteria	• Task description; • Lists the developmental stages,	• Describes the intended audience; • Well defined task description; • Lists the developmental stages, including how you pilot tested the job aid; • Describes revisions incorporated into the final product.	• Describes the intended audience; • Well defined task description; • Lists the developmental stages, including how you pilot tested the job aid; • Describes revisions incorporated into the final product.	/ 4pts possible
Job Aid	Poor 0 points	Average 1 points	Good 2 points	Excellent 3 points	Points awarded
Content	Information provided in steps	Lists procedural steps	• Lists procedural steps; • Labels procedural steps	• Reduces extraneous information • Labels procedural steps consistently • Numbers steps	/ 3pts possible
Presentation	Visibly cluttered	Average	• Nice lay out; • Lists procedural steps	• Very well laid out; • Uses graphics well • Visually appealing	/ 3pts possible
				Total points	/ 10pts possible

Assignment 2: "Demo" project (15 points)

Tutorials will be provided in the course to show you how to produce a software demo.

This project builds on your job aid assignment. However in this assignment you will make a recording of the computer as you demonstrate a computer-based procedure. Narration is a requirement of the assignment (so you will need a microphone). Software demonstrations or "demos" like these are worked examples and when narrated make use of multiple modalities. You may use the same procedure as you used in Assignment 1 or demonstrate a new procedure. If you do not use your job aid procedure it will be helpful to write out the steps before recording the procedure.

You may use one of several products for this project. The industry standard is Techsmith Camtasia Studio, but you may also use or Camstudio (+Windows Live Movie Maker) for this project. Suggest another software product if you find something more to your liking. The final product for this assignment is a single file (.flv, .avi, or .wmv – anyone of these file types is sufficient). You will use Blackboard to turn in your file.

It is not necessary for you to purchase any products as there is an evaluation version of Camtasia Studio and Camstudio is an open source product. If you use the Camtasia evaluation version, you should time your recording and production appropriately since the evaluation period is a for 30-day free trial.

Demo Rubric

	Poor 2 points	Average 3 points	Good 4 points	Excellent 5 points	Points awarded
Content	Information provided	Narrator describes steps	• Narrator describes steps with some elaboration; • Some extraneous information	• Narrator describes steps in a clear and consistent manor; • Extraneous information eliminated	/ 5pts possible
Structure	No purpose provided	Purpose of the demo is not clear	• Purpose of the demo is somewhat apparent • Introduction provided	• Purpose of the demo is clearly apparent • Introduction provided • Conclusion provided	/ 5pts possible
Presentation	Frequent errors	• Avoids callouts • Narrator is unclear • Bad video cuts	• Avoids callouts • Narrator clear; • Video is consistent	• Avoids callouts (potential split attention) • Excellent narrator tone • Video is excellent	/ 5pts possible
				Total points	/ 15pts possible

Assignment 4: Discussion board (15 points)

Questions will be posted using the Blackboard Discussion board. These questions will reference the readings and it is expected that you have thoroughly read the readings for that week. Points will be awarded at the end of the semester to the total of all discussion posts for the semester.

- Number of posts: You must submit multiple posts per discussion (at least 2 posts in EACH discussion).
- Post length requirement: Each posting must be at least 50 words. Comments may be shorter
- Number of comments: It is expected that you comment on the posts of others. Comments may be shorter in length but, comments like "I agree!" or "Great stuff" are insufficient and will not be awarded points.
- Integration of information from book/articles: It is expected that you will integrate information from the appropriate book chapter or articles (found in Blackboard).
- Please use APA style when referencing readings or other articles.

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

Assignment 5: Case Study Presentation (15 points)

For this project the class will be divided into groups. You will not be able to choose your group members. Each group will choose a different case from Ertmer and Quinn (2007). The group will be responsible for preparing the case by reading it and providing initial responses to the **Preliminary Analysis Questions and Implications for Instructional Design Practice**.

The group will present the case for discussion via the synchronous interactive classroom (Elluminate). The primary purpose of the presentation is to start a discussion which will continue in the Blackboard discussion board. It is important to consider the situation from multiple perspectives, develop a solution, and provide an explanation for the resulting consequences.

Scoring Guide for the Case Presentation (15 points)
- Proposed solution(s) fit with accepted instructional design practice (3 pts.).
- Key issues, questions, and concerns in the case are clearly and coherently identified (3 pts.).
- Key issues are represented in a way that can be supported by facts from the case (3 pts.).
- The solution recommends a workable (practical) alternative (2 pts.).
- The solution takes into consideration relevant constraints presented in the case (1 pt.).
- The perspectives of the different people involved in the case have been considered (1 pt.).
- A coherent argument is made to support the recommended alternative (1 pt.).
- No unwarranted assumptions have been made (1 pt.).

Assignment 6: Research Paper (Topic: Well-structure & Ill-structured instruction) (25 points)

This paper should be a synthesis of your reflections and the readings covered during the semester. It is expected that this paper will include journal articles (outside of our readings) that provide evidence to support your arguments. Use APA style (6th edition) and limit the body of your paper to between 7-10 pages, double spaced, Times or Times New Roman (11pt font).

The topic of this paper is well-structure and ill-structured instruction. It is expected that you will discuss when and under what circumstances these instructional methods should be used. You may make arguments for or against various types of instruction or instructional strategies, but please attempt to find some redeeming qualities in instructional methods that you discuss. So consider the advantages and disadvantages of these instructional strategies.

It is not required that you discuss every strategy that we discussed this semester. Also you may discuss other strategies. This is to be original work. Please follow

Finally it is important to use unbiased language, back up your arguments with empirical evidence, and avoid making unwarranted statements. (Rubric on following page)

Research Paper Rubric

	Poor 1 points	Average 1 points	Good 3 points	Excellent 4 points	Points awarded
Thesis Statement (Clarity of Topic)	Incomplete and/or unfocused.	States the paper's purpose.	Clearly states the paper's purpose in a single sentence.	• Clearly and concisely states the paper's purpose in a single sentence; • Is engaging, and thought provoking.	/ 5pts possible
Tone	The tone is unprofessional.	The tone is somewhat unprofessional or in appropriate for an academic research paper.	The tone is professional with some minor issues.	The tone is consistently professional and appropriate for an academic research paper.	/ 5pts possible
Conclusion	Does not address the thesis statement	Supports or refutes the thesis statement without restating it.	Restates the thesis statement and supports or refutes it with empirical evidence.	• Restates the thesis statement, supports or refutes it with empirical evidence. • Explains the role of the research in making the decision	/ 5pts possible
Organization	• Title apparent • No Title page • Conclusions not provided • No Reference	• No Title page • Conclusions/ discussion provided • References	• Title page • Introduction • Multiple subheadings • Conclusions/ discussion provided • References	• Title page • Introduction • Multiple subheadings • Conclusions/ discussion section provided • Citations • Reference section	/ 5pts possible
APA Style review examples, APA style manual 6th edition (p. 41)	Format is not recognizable as APA.	There are frequent errors in APA format.	• Uses citations • APA References • APA format is apparent with minor errors.	• Uses citations • APA References • APA format is used accurately and consistently.	/ 5pts possible
				Total	

IX. CLASS POLICIES

A. Attendance

Weekly participation is expected. There will be three required synchronous class "meetings" in which all class members are expected to attend online. The case studies will be presented in six live online class sessions. Students are expected to attend all of these sessions.

B. Communications Tool

Several assignments are intended to produce a lively scholarly debate. Disputes, disagreements, agreements, and examples are equally welcome and encouraged. However, the discussion is about the ideas and concepts, not the people who hold them. The instructor has the authority to remove messages containing personal attacks; threats, or obscene, racist, or sexually explicit language, and to deny access to violators or remove them from the course. Do not post any message "that you wouldn't want your mother to see."

C. Writing across the Curriculum

1. This course includes written assignments that make up at least one half of the final course grade.

2. Written assignments can include, but are not limited to, abstracts, bibliographies, case studies, computer programs, essays, journal entries, lesson plans, literature reviews, project proposals, project reviews, reaction papers, research papers, seminar summaries, and technology reports.

D. Last Day to Withdraw from Course

1. In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.

2. In accordance with policy, students wishing to withdraw from a course must do so formally through the Registrar prior to the last class session.

X. GRADING CRITERIA

A. 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

B. Course Assignments and their percentage of the final grade

Assignment		points
Assignment 1: Blog	Individual effort	20 pts
Assignment 2: Job aid & Report	Individual effort	10 pts
Assignment 3: "Demo" Project	Individual effort	15 pts
Assignment 4: Discussion postings	Individual effort	15 pts
Assignment 5: Case presentation	Group project	15 pts
Assignment 6: Paper	Individual effort	25 pts
		100 pts

XI. LIST OF SUGGESTED RESOURCES

A. Books and Articles

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction* (7th ed.). New York, NY: Allyn & Bacon.

Gagne, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2004). *Principles of Instructional Design* (5th ed.). Belmont, CA: Wadsworth.

Gilbert, T. F. (2007). *Human competence: Engineering worthy performance*. San Francisco: Pfeiffer.

Jonassen, D.H. (2002). Learning as activity. *Educational Technology, 42*(2) 45-51.

Hmelo-Silver, C. E., Duncana, R.G., & Chinna, C.A.(2006). Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark. *Educational Psychologist 42*(2) 99 — 107

Merrill, M. D. (2007). A task-centered instructional strategy. *Journal of Research on Technology in Education, 40*(1) 33-50.

Mager, R. F. (1997). *The new Mager six-pack*. Atlanta, GA: Center for Effective Performance, Inc.

Mayer, R. (1997). Multimedia Learning: Are We Asking the Right Questions? *Educational Psychologist, 32*(1) 1-19

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). *Designing effective instruction*. Hoboken, NJ: Wiley.

Paivio, A. (1978). Mental comparisons involving abstract attributes. *Memory and Cognition 6*, 199-208.

Rossett, A., Gautier-Downes, J. (1991). *A handbook of job aids*. Hoboken, NJ: John Wiley & Sons Inc.

Squire, L. R., & Zola, S. M. (1996). Structure and function of declarative and nondeclarative memory systems. *Proceedings of the National Academy of Sciences 93*, 13515-13522.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science 12*(2), 257-285.

Sweller, J. and Chandler, P. (1994). Why some material is difficult to learn. *Cognition and Instruction 12*(3) 185-233.

Sweller, J., Van Merriënboer, J., & Paas, F.   (1998). Cognitive architecture and instructional design. *Educational Psychology Review* 10, 251-296.

Tobias,S., & Duffy, T. (EDs) (2009). *Constructivist Instruction : Success or Failure*? Florence, KY: Routledge

Zhu, X., & Simon, H.A. (1987). Learning mathematics from examples and by doing. *Cognition and Instruction 4*(3), 137-166.

B. Journals:

AACE Journal (formerly Educational Technology Review)
American Educational Research Journal
American Journal of Distance Education
Cognition and Instruction
Distance Education
Distance Learning

Educational Researcher
Educational Technology Research & Development (ETR&D)
European Journal of Open and Distance Learning
Instructional Science
The International Review of Research in Open and Distance Learning
Journal of the Association for Educational Computing & Technology
Journal of Interactive Learning Research
Journal of Research on Technology in Education
Online Journal of Distance Learning Administration
Performance Improvement
Quarterly Review of Distance Education
Review of Educational Research
Tech Trends
Training + Development

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/

Additional Assistance with APA formatting:

APA Style.org website. APA Retrieved on May 20, 2005, at

http://www.apastyle.org/

StyleWizard.com. The APA Wizard retrieved on November 9, 2005 at
http://www.stylewizard.com/apa/apawiz.html

Fischler School of Education, Office of Academic Affairs, Tutorials website. Retrieved on May 20, 2005,
at http://www.schoolofed.nova.edu/oaa/tutorials.htm

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.

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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.