

Nova Southeastern University  
Fischler School of Education and Human Services  
**Instructional Technology and Distance Education**  
**Syllabus**  
**May 2012**

**I. COURSE NUMBER AND TITLE: EDD 8012 – Management and Evaluation of Instructional Technology and Distance Education Programs – 3 credits**

**II. INSTRUCTOR**

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**III. COURSE DESCRIPTION**

Theories and methods of planning, operating, and evaluating instructional technology and distance education are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager. Prerequisites: none.

**Course Rationale:** Since this course exists within NSU's Programs in Instructional Technology and Distance Education, course content and activities will emphasize the management of resources – technological, human, and financial – within the context of an ITDE setting in education, industry, government, or the private non-profit sector. Special attention will be given to practical applications within the work settings of cluster members.

In the real world of technology management, the responsibilities of those who manage ITDE resources and services fall into two general categories. To borrow from military terminology, job functions may be classified as tactical, those involving management of day-to-day customer service activities, or strategic, those activities conducted to ensure that the ITDE function is in the strongest possible position to carry out its mission over the long term.

Common tactical responsibilities in the early 21<sup>st</sup> century include:

- Effectively manage ITDE functions and services in a period of great change.
- Practice financial management in an environment of increasing austerity.
- Effectively manage a staff that is increasingly diverse in professional skills and personal attributes.
- Update inventories to provide and utilize current technologies (and do so with declining financial resources).
- Maintain current knowledge of products, services, and vendors in ITDE.
- Acquire and use current technologies in ITDE management and communication.
- Actively promote ITDE products and services, and train constituents in their use.
- Develop and maintain a fair policy structure.
- Work effectively with other units, both inside and outside the organization.
- Maintain an active staff development program, including one's own professional development.

Critical strategic level activities, which should comprise a significant portion of the manager's job description, include:

- Work actively to integrate the effective use of instructional technology into teaching and learning, consistent with the mission and goals of the parent organization.
- Participate actively in the strategic planning and academic development planning of the organization.
- Develop long range plans for the ITDE organization and its component divisions.
- Develop or refine services to meet the changing needs of the organization.
- Maintain constant liaison with other managers/administrators within the organization.
- Conduct an active public relations program on behalf of ITDE within the organization.

EDD 8012 is intended to assist course members in the development of these skills.

Because of the diversity of work settings of ITDE students and the wide range of workplace applications of the course material in those workplaces, ITDE 8012 is designed to provide students with the generic information necessary to establish and manage instructional technology/distance education functions in any setting. The individual assignments allow each student to apply the course content in her or his own workplace environment.

A portion of this class is designed to utilize a problem-based style of learning compatible with the course goals and objectives. Problem-based learning (PBL) challenges small groups of students within the class to collaborate actively to address practical and course-relevant problems. Each student will participate in these groups to individually and cooperatively contribute to a resolution of the problem(s) through collective and interdependent inquiry. Because real life problems can be complex and have multiple solutions, each group will likely present their solutions with their own unique perspectives and experiences – and from varied directions and strategies of inquiry.

The PBL experience often mimics the applied, practical, and field-based circumstances that one might encounter in authentic workplaces. Participants report that this particular style of learning helps to achieve critical thinking skills, reasoning abilities, and reflective use of information and data. Students decide on what information they need to focus the inquiry and are allowed the independence and responsibilities to pursue their collective and individual efforts. Group members are assessed and graded for their contributions, accountability, and learning.

#### **IV. COURSE OBJECTIVES:**

In a technology/distance education (ITDE) setting, students will be able to:

- Identify and develop strategies to overcome organizational barriers to the use of instructional technology, including resistance to technology among administrators and faculty
- Facilitate the development of an effective, realistic strategic plan for ITDE within the organization
- Conduct a program review that determines whether the ITDE function is effectively carrying out its mission and identifies areas for improvement
- Conduct a search that results in the best qualified, most appropriate person being employed to fill the position, and do so within legal and ethical requirements
- Deal effectively and appropriately with troubled and unmotivated employees
- Develop and manage a budget
- Develop and implement effective public relations strategies
- Manage ITDE with a strong emphasis on service quality
- Ensure that the ITDE function avoids copyright infringements in all its activities

- Maintain current knowledge of vendors, products, and services in the ITDE field, and use them to carry out the ITDE program effectively and cost-efficiently.
- Maintain current knowledge of current trends in the ITDE field, and manage ITDE resources to take advantage of these trends when appropriate.

## V. REQUIRED MATERIALS

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. A headset with microphone for the computer, for participation in synchronous chat sessions, is required for successful course participation.

### Course Resources

Other than the APA manual listed above, you are not required to purchase a textbook for EDD 8012. However, several publications that are not freely available on the Web will be provided to you in the form of an electronic coursepack available for a modest fee from XanEdu (<http://www.xanedu.com/>). Your instructor will give you the specific instructions and a URL for you to access the coursepack, which must be purchased online. The majority of course materials will be included within the Blackboard course management system or as external links to supplementary resources. The course will make heavy use of Web resources.

Additional readings are listed at the beginning of each topic in which they are required. Hyperlinks will be provided to readings that are available online.

In addition, several online readings are required:

Anderson, L.S., & J.F. Perry. (1994). Technology planning: Recipe for success. Retrieved from <http://www.nctp.com/tp.recipe.html>

November, A., & C. Staudt. (1998). *Critical issue: Developing a school or district technology plan*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm>

Strauss, H. (2002). New learning spaces: Smart learners, not smart classrooms. *Syllabus*, 12-17. Retrieved from <http://campustechnology.com/articles/2002/09/new-learning-spaces-smart-learners-not-smart-classrooms.aspx>

Valenti, M.S. (2002). The black box theater and AV/IT convergence: Creating the classroom of the future. *EDUCAUSE Review*, 37 (5) , 52-62. 2007, from <http://www.educause.edu/ir/library/pdf/erm0254.pdf>

Yohe, J.M. (1996). Information technology support services: Crisis or opportunity? *CAUSE/EFFECT*. 19 (3), 6-13. Retrieved from <http://www.educause.edu/ir/library/html/cem/cem96/cem9633.html>

Zvacek, S.M. (2001). Confessions of a guerilla technologist. *EDUCAUSE Quarterly*, 2, 40-45. Retrieved from <http://www.educause.edu/ir/library/pdf/eqm0129.pdf>

### **Suggested Supplemental Readings (Books)**

Bates, A.W. (2000) Managing technological change: *Strategies for college and university leaders*. San Francisco: Jossey Bass.

Simonson, M., Smaldino, S., Albright, M., & S. Zvacek. (2006). *Teaching and learning at a distance: Foundations of distance education 3rd*. Upper Saddle River, NJ: Merrill.

Schmidt, W. & Rieck, D. (2000). *Managing media services: Theory and practice, 2<sup>nd</sup> Ed.* Englewood CO: Libraries Unlimited.

## **VII. CALENDAR OF ACTIVITIES**

This course will make heavy use of Blackboard. The course structure and schedule will parallel one that may be found in a face-to-face course, with weekly topics and discussions. The only difference is that we will "meet" online, asynchronously, instead of together in a classroom. Students are expected to keep up and participate, just as in a F2F class.

We will also meet synchronously using Elluminate or Wimba. Dates for these sessions will be provided by the instructor.

A detailed course outline will be posted on the course Blackboard site. Your instructor may make slight modifications to the course outline to accommodate class/instructor needs or holidays.

### **The tentative basic course outline is as follows:**

#### Unit 1 Essentials of IT Management

Module 1.1 Introduction to the Course

Module 1.2 What is Management, and What Is It That We Manage?

Module 1.3 Essentials of IT Management

Module 1.4 Essentials of Personnel Management

#### Unit 2 The Management of Technology

Module 2.1 Classroom Technologies and the Changing Classroom

Module 2.2 Terms and Tools Used by ITDE Managers

Module 2.3 Technologies of the future

#### Unit 3 Essentials of DE Management

Module 3.1 Roles of the DE Manager

Module 3.2 The Management of e-Learning

Module 3.3 Current Issues in DE Management

## VI. DESCRIPTION OF ASSIGNMENTS

Two written assignments and written responses to four critical incidents will be required during the course. Additionally, each student will be required to act as discussion summarizer for one or more discussion threads. Please note that more detailed information about each assignment, including grading criteria and due dates, will be available on the course Blackboard site.

In the instructors' quest to make the course as relevant as possible to students' own professional requirements, alternative *but equivalent* written assignments will be considered upon request. Contact the instructor, several weeks before the assignment is due, if a substitute, but similar, assignment would be a more meaningful learning activity for your own work situation.

### Assignment 1 (60 pts.) Company Report

Who are the "players" in instructional technology, multimedia, online learning, and distance education? What are the companies that provide products and services in this area, what do they offer, and why should you care? ITDE managers need to know. So do you and your classmates. For Assignment 1, you are to select one company that does business in the ITDE field. Research it and write about a report to share with the rest of the class. You are encouraged (but not required) to make contact with someone at the company to obtain information. Here is your chance to do a bit of research on a company you have been meaning to learn more about or a company that your workplace does business with, but which you know little about. Your instructor will provide a list of companies.

Note: In preparing this assignment you will likely include references to external sources. **You must cite those sources, including company Web site pages, following APA formatting.**

Your paper should be organized according to the following format. (i.e., these are your section headings).

- Name of company and URL
- General information about the company (does not need to be long)
- What products or services are provided by this company? Does the company offer educational discounts?
- Include screen shots of products offered
- What are the costs of these products or services (or one particular product or service of interest to ITDE)? NOTE: Some companies will not provide pricing information to non-customers. That is OK. Simply state in your report that the company would not provide pricing information.
- Why is it important that ITDE managers know about this company and its products or services?

Each student must report on a different company. Selections will be made on a first come, first served basis. If you would like to research a company that does not appear in the list provided by the instructor (which is quite acceptable), contact your instructor for approval. You **MUST** e-mail

your instructor with your company choice before you start your research. Points will be subtracted from your score if you do not clear your company with the instructor prior to submitting your assignment. The reason is to avoid having two students report on the same company. A page will be added to the Course Menu listing the companies that have been selected by members of the class. When completed, submit your assignment using the assignment tool. Your paper will be shared with your classmates so they can benefit from your work. This is roughly the equivalent of making a report in a conventional F2F class. If you have an intellectual property problem with sharing your paper, contact your instructor, and your assignment will not be posted. It is expected that everyone will respect the intellectual property generated by this assignment.

See the grading rubric for specific grading criteria. However, bear in mind:

- Submitted on time? Points for each day late, without the instructor's approval
- Cover page?
- Certificate of Authorship
- **If you use screenshots or other information from a corporate Web site, you must provide citations!** Your instructor takes a dim view – and your grade will reflect this – of content in course assignments that is plagiarized. If in doubt – cite!
- APA formatting?
- File naming convention followed?

### **Assignment 2 (120 pts.) Proposal for an ITDE Unit/Program**

Develop a proposal for the establishment of some form of instructional technology/distance education support unit or program within your organization. You can assume none exists now and you are starting from scratch, or you can propose a major overhaul of an existing unit. The hypothetical audience for your proposal is the highest echelon administration of your organization. If you do not currently work in such an organization, feel free to make one up, but you must inform your instructor that you are doing so. If you do work in such an organization and would prefer to develop the proposal for a different organization, that is OK also. If you are self-employed, you may wish to propose changes in your business plan and the structure of your company or operation.

*In the past, more than a few EDD 8012 students have used this assignment to create, or at least propose, new jobs for themselves.* For example, you may propose the establishment of an office of distance education for your organization or recommend that two ITDE-related departments be consolidated. Or, the project may be as simple as the creation of a new after-school technology training program for teachers. One former student proposed the establishment of a technology department to support K-12 education in an entire country. (He did not live in the U.S.) Another proposed a continuing education program (by DE) for a worldwide professional organization of pharmacists. Another proposed that a group of sixth graders be organized to help teachers learn about technology in their school. You see the range that could be acceptable. Check with your instructor in advance if you have a question.

**Warning: The proposed unit or project must be realistic for the current budget environment!!!** Do not propose eight new positions and a budget of \$2M unless you identify a logical source of funding. Your organization's general fund is likely not one of those. Within these constraints, the intent of the assignment is to be as flexible as possible to enable students to

customize the proposal to meet actual workplace needs. Please note that this is not intended to be a proposal for a grant, although it could be if you desire. **At a minimum**, the proposal should include the following **headings**:

- **Introduction** (including justification of need -- this can be fabricated, but it needs to be compelling if you are asking for funding. Include sufficient background information to help frame the need for the change)
- **Mission Statement** for the unit/program (you must create a new mission statement, which could be a modification of an existing statement. It is very important that you include the existing mission statement, if one exists; in other words, include the existing mission statement and your modification of that statement, along with an indication of why the changes are needed)  
*Note: in preparation for this portion of the assignment, you will be required to post examples of mission statements in the course blog.*
- **Goals/Objectives** for the unit/program (be sure to include both goals **and** objectives for the program you are proposing. Remember, goals are general statements (things to strive for), while the objectives (things to measure) should be doable and measurable. Think this way: if this proposed organization was actually put in place, what would be the indicators of success, say, a year after implementation?)
- **Proposed Organization for the Unit** (e.g., what would the organizational chart look like? Your chart should clearly identify new, reassigned, and/or changed positions)
- **Staffing Needs for the Unit** (e.g., what positions, both existing and new, are needed in the unit/program? If staff positions are to be changed, explain)
- **Proposed Budget** (can be fabricated, but must be realistic; feel free to use your institutional budget format, but be sure to identify existing and new monies. Also, include separate line items for salaries and benefits.)
- **Public Relations Plan** for promoting the organization/project and training staff and/or users
- **Timeline** for carrying out the project or establishing the unit

**Length should be in the 12-20 page range, double-spaced.**

A literature review is not required for this assignment and is not included in the grading criteria. However, feel free to cite the literature, as appropriate, and if you do, follow APA formatting guidelines.

Grading Criteria: (Criteria in **bold** are where most students lose points - be forewarned! See also the Grading Rubric for this assignment)

- Introduction/justification
  - Well explained/understandable
  - **This must be compelling!!** You must convince the reader of the need - don't just blow off this section in a couple of paragraphs!!
  - **Must be detailed**, even if you make up the details (which is OK for the purpose of this assignment)
  - **Include sufficient background information** that helps frame and support the need for the new unit or the proposed changes to an existing unit
  - Actual local evidence, data or anecdotal, illustrating the need can be very powerful

- **Important:** you need to indicate to whom this proposal would actually be submitted. Do not use names; use position titles. The entire document should be framed using whatever format your place of work uses for communication purposes. To make this clear, it may be appropriate to include a cover memo addressed to the person to whom your proposal is addressed. *Note: your instructor will read your proposal from the standpoint of the person receiving it.*
- Mission statement
  - Consistent with specifications in course readings. Remember, a mission statement indicates what the unit stands for and puts forth a vision. It does NOT indicate how it will carry out the mission, nor does it read like a goal or set of goals. Refer to the mission statement resources, below!
  - Clear, appropriate
  - **Must be the mission statement for the unit or project being proposed, don't just cut and paste the mission statement for the parent organization. In other words, you should propose a new mission statement or a change in the existing mission statement. If changing a mission statement, you need to include both the existing statement and the new statement.**
- Goals/Objectives
  - Clear and achievable
  - Appropriate for mission statement
  - Objectives must reflect measurable outcomes by which the unit/project would be evaluated; i.e., should not simply list activities that will be carried out, but rather the qualitative outcomes by which you would evaluate whether the unit/project was successful.
- Proposed organization for the unit/project
  - Appropriate for mission statement
  - Appropriate for goals/objectives, realistic
  - Organization chart stuff -- how is the unit/project organized, who does it report to, etc.?
    - **O-chart should clearly identify existing, shifted, and new positions.**
- Staffing needs for the unit/project
  - Appropriate for proposed organization
  - What personnel do you need to carry out the project/implement the ITDE unit?
  - Functions **of all personnel, both new and reassigned, are clearly described**
  - Clearly explained, justified
  - **Realistic for the current budget environment**
- Proposed budget
  - Appropriate for proposed organization
  - Realistic for the current budget environment
  - **Topic 1.3.3 suggestions considered**
  - **Budget presented in tabular form and justified in narrative**

- Total amount of new money requested clearly evident
- Note: You may use the budget format from your place of work.
- Public relations plan
  - Appropriate for mission/goals/organization
  - **Plan is focused toward the target audience for or consumers of the unit/project** (although PR activities directed toward a secondary audience, such as parents, may also be highly appropriate)
  - Realistic
  - Resources accounted for in staff/budget to carry it out
- Timeline
  - Appropriate
  - **Includes key milestones for the project/unit over the period of the proposal** (a milestone is simply a checkpoint in your timeline at which you take time out to determine if adequate and/or anticipated progress has been made in the move to the new unit/organization. This might include specific outcomes (new director hired, or proposed unit budget is approved), or it might include a date by which something has to occur. Your task here is to think through the most important steps in getting this new unit/organization off the ground.
  - Realistic
  - **Budget covers entire time line**
- Thoughtfulness/effort put into assignment
  - inclusion of APA citations, where appropriate, in the proper format (bottom line: if it is not common knowledge, it needs to be cited.)
  - **Professional appearance of the document (e.g., spelling, grammar, punctuation, layout); your instructor - and any person to whom you might actually present this proposal - will take a dim view of misspellings, incorrect grammar, typographical errors, and other evidence of lack of proofreading - don't rely on the spell-checker!**
  - Overall quality of project
    - **i.e., if I were the administrator receiving this, did you sell me on the idea?**
  - Submitted on time? Points deducted for each day late, without the instructor's approval
  - Cover page? Points deducted if cover page is not included
  - File naming convention followed? Points deducted if file naming convention is not followed

NOTE: This proposal will **not** be shared with your classmates.

### **Critical Incident Analyses (4 @ 50 pts. Each = 200 pts.)**

Working in small groups, you will prepare an acceptable management response to four critical incidents that occur in a fictitious ITDE environment. This assignment will require both critical thinking and the application of sound management principles. While there are no correct solutions to the critical incidents, certain elements should be included in your solution. The critical incidents will be provided via a separate Web site. See the course calendar for critical incident release and due dates.

### **Discussion Summary (10 pts)**

Each Monday, the instructor will initiate discussion threads related to the weekly content. Each student will be assigned to serve as a discussion summarizer for one or more threads. Your task as discussion summarizer is to provide a succinct summary of your assigned discussion thread(s). Specifically, you should

- read all of the postings for your assigned thread(s)
- prepare a summary of the discussion thread(s). Your summary should be no more than 800 words. Do NOT quote your classmates – the idea is to synthesize and summarize, not quote.
- post your summary in the appropriate discussion thread on Monday, two weeks after the start of the thread.

### **Student Participation (110 pts.)**

In addition to the assignments described above, *110 points of the student's final grade will be based on participation in online discussions and synchronous Elluminate/Live Classroom sessions.* It is anticipated that the full 110 points will be awarded only for exemplary contributions to the management discussions and synchronous sessions, showing sincere reflection on the course content and its applications in ITDE management. The instructor will also consider how students reflect upon and respond to other students' postings in determining the participation score. Note: points will be deducted for missed Elluminate sessions. Participation grades are awarded at the end of each unit. A participation rubric will be provided early in the course.

The instructor is sensitive to the professional and personal demands on students' lives. Full, enthusiastic participation each week is desired but not expected. In the event of a period of missed activity, students will be expected to catch up with the readings and review the online discussions that occurred during her/his absence. Additional work may be required.

### **Course Assignments and their percentage of the final grade**

Assignment	Points	%	Due Dates
A1 – Company Report	60	12	See Course Calendar for release and due
A2 – Proposal for ITDE Unit	120	24	
Critical Incident 1	50	10	
Critical Incident 2	50	10	
Critical Incident 3	50	10	
Critical Incident 4	50	10	

Discussion Participation	110	22	dates
Discussion Summary	10	2	
Total:	<b>500</b>	100	

## VIII. CLASS POLICIES

A. Attendance: Students are expected to participate in class activities.

B. Plagiarism Policy:

- Work that is submitted for credit must be the original work of the student.
- Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.
- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit.
- Additional information pertaining to original work/plagiarism and the Code of Student Conduct and Academic Responsibility can be found in the Fischler School of Education and Human Services catalog at [http://www.schoolofed.nova.edu/fgshome/catalog/student\\_policies\\_procedures.pdf](http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf)

C. Writing Across Curriculum

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

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

D. Americans With Disabilities Act

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

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at [seldines@nsu.nova.edu](mailto:seldines@nsu.nova.edu). Undergraduate students should contact the undergraduate disability services representative at the Farquhar College of Arts and Sciences at 954-262-8405 or 1-800-986-3223, ext. 8405.

- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSEHS Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

E. Last Day to Withdraw from Course

- In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw. Refer to the refund section of the catalog

<http://www.schoolofed.nova.edu/fgshome/fgscatalogs.htm>

## IX. GRADING CRITERIA

Grading Scale:

A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
F	No Credit	

## **ABRAHAM S. FISCHLER SCHOOL OF EDUCATION ACADEMIC POLICIES AND REGULATIONS**

### **Americans with Disabilities Act (ADA)**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The Abraham S. Fischler School of Education's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSE Office of Student Judicial Affairs at (954) 262-8617 or 800-986-3223, ext. 28617, or via e-mail at [seldines@nsu.nova.edu](mailto:seldines@nsu.nova.edu). Undergraduate students should contact the Director of Student Disability Services at (954) 262-7189 or 800-986-3223, ext. 27189, or visit the Web site at <http://www.nova.edu/disabilityservices>.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSE Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester. Source: Abraham S. Fischler School of Education Catalog and Student Handbook 2011 – 2012, p. 227

### **Student Misconduct**

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online at <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>.

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. (See Academic Honesty Standards in the Abraham S. Fischler School of Education Catalog and Student Handbook 2011 – 2012, p. 225.)
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.** Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler School of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

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

Source: Abraham S. Fischler School of Education Catalog and Student Handbook 2011 – 2012, p. 225.

**ABRAHAM S. FISCHLER SCHOOL OF EDUCATION  
ACADEMIC POLICIES AND REGULATIONS, continued**

**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 plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) 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). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler School of Education without the possibility of reenrolling at any time.

Any determination of plagiarism on a practicum or an applied dissertation (concept paper, proposal, final report), also may result in dismissal from the Abraham S. Fischler School of Education without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism 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 [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Fischler School policies and procedures.

Source: Abraham S. Fischler School of Education Catalog and Student Handbook 2011 – 2012 Addendum, p. 232.

For information about all policies and procedures, go to the Student Resources section of the website at <http://www.fischlerschool.nova.edu/gtep/Student-Catalog-and-Handbook> and view the Abraham S. Fischler School of Education Catalog and Student Handbook.