

**Nova Southeastern University**  
**Abraham Fischler School of Education**  
**Instructional Technology and Distance Education**  
**Syllabus**  
July 24, 2012

**I. COURSE NUMBER AND TITLE: EDD 8123 – Advanced Applications in Instructional Technology and Distance Education – 3 credits**

**II. INSTRUCTOR**

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**PROFESSOR (Content Area Professor and Professor Responsible for Syllabus):**

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NOTE: To insure 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 and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices.

**III. COURSE DESCRIPTION**

**A. Catalog Description:** This course deals with the examination of large scale distance education projects, including statewide technology and distance education initiatives. Special attention is directed towards the changed roles of students, teachers and the curriculum. Virtual schools and virtual training are studied. The study of leadership for online learning is included in this course. Technologies for distance education are examined with special emphasis on the use of video for virtual instruction. Prerequisite/s: None.

**B. Course Rationale:** *Advanced Applications of Distance Education* is part of the concentration in the Instructional Technology and Distance Education. It is

an extension of one of the first courses in the program, *Principles of Distance Education*. It is a course that can be offered either online or face-to-face, but most often there will be no face-to-face instruction. The activities included in the course assume a level of sophistication of students. As a matter of fact, this course requires active, involved participation. Students will identify projects and present them using video. Instructors will serve as guides and facilitators, rather than lecturers.

The course is divided into two units and five modules. Materials are available electronically and will be distributed to students at the beginning of the term and during the term. Online chats and threaded discussions will be used routinely.

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

Students will follow guidelines and rubrics and demonstrate they are able to:

1. List and explain contemporary technologies for the delivery of distance education programs, recognize the relative strengths and weaknesses of each, and make recommendations regarding the most effective and cost-efficient technologies that met workplace requirements.
2. Define, explain, and use effectively web-based technologies (e.g. web multimedia, streaming, conferencing tools) that are the most appropriate for web-based learning situations.
3. Compare in writing current practices in instructional technology and distance education to previous technologies and discuss reasons for success and failure.
4. Examine a case study dealing with large and small scale distance education applications and explain its organization and indicators if its success.
5. Study and explain current applications used for distance education and their implications for both program development and individual course design.
6. Explain the cost of distance education for a given workplace situation.
7. Produce a promotional video dealing with an important distance education or instructional technology application and write a corresponding journal article suitable of publication.
8. Complete an objective and essay examination dealing with topics covered in the course readings, videos, and audios using lists of terms, concepts and key issues studied during discussions, chats, and email sessions.

#### **V. REQUIRED MATERIALS**

##### **A. Required Textbook:**

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education, 5<sup>th</sup>*. Boston: Pearson.

##### **B. Required Supplemental Materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6<sup>th</sup> Ed.* Washington, DC: Author.

### **C. Course Resources**

At the beginning of the term, each student will be supplied compact disks. These disks will contain video files, audio files, and documents. The video files will explain the course and assignments. Audio files will provide amplification of assignments. Documents will be supplemental readings that will be assigned during the course.

### **D. Video Production References – Supplemental Readings (Not Required)**

#### **The Mechanics of the Process**

Tutorials About Windows Movie Maker

<http://desktopvideo.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=desktopvideo&zu=http%3A%2F%2Fwww.microsoft.com%2Fwindowsxp%2Fusing%2Fmoviemaker%2Fdefault.mspx>

iMovie Support

<http://www.apple.com/support/imovie/import/>

#### Vimeo.com Videos

Editing with Windows Movie Maker - <http://vimeo.com/17857159>

Editing Basics - <http://vimeo.com/17853140>

Shooting Basics - <http://vimeo.com/17853099>

Choosing a Camera - <http://vimeo.com/17853047>

Editing with iMovie - <http://vimeo.com/17861044>

Importing your videos in iMovie - <http://vimeo.com/17861156>

Adding Transitions and Effects with Windows Live Movie Maker - <http://vimeo.com/17857512>

Editing Sound and Music with Windows Live Movie Maker - <http://vimeo.com/17857470>

Trimming and Cutting with Windows Live Movie Maker - <http://vimeo.com/17857409>

#### **The Creative Aspects Video Production**

<http://www.howtomakeamovie.org/index.php>

Compesi R. & Sherrifs, R. (1997). *Video field production and editing.* Needham Heights, MA: Allyn and Bacon.

Gaskill, A. & Englander D. (1985). How to shot a movie and video story. Dobbs Ferry, NY: Morgan and Morgan

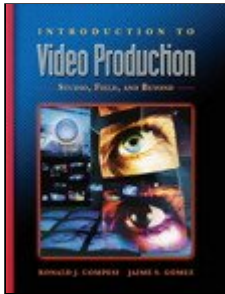
Richardson, A. (1992). Corporate and organizational video. New York: McGraw-Hill.

Rubin, M. (2002). The little digital video book. Berkeley, CA: Peachpit Press.

Utz. P. (1999). Studio and camcorder television production. Upper Saddle River, NJ: Prentice-Hall.

### **Some Newer Titles by the Same Authors**

Introduction to Video Production: Studio, Field, and Beyond



**Ronald J. Compesi**, *San Francisco State University*

**Jaime S. Gomez**, *Eastern Connecticut State University*

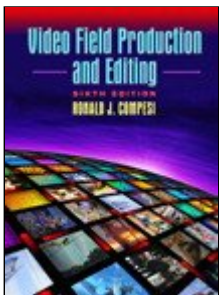
ISBN: 0-205-36107-2

Publisher: Allyn & Bacon

Copyright: 2006

Format: Paper; 400 pp

Video Field Production and Editing, 6/E



**Ronald J. Compesi**, *San Francisco State University*

ISBN: 0-205-35097-6

Publisher: Allyn & Bacon

Copyright: 2003

Format: Cloth; 480 pp

**Our Price: \$92.00**

## **VI. CALENDAR OF WEEKLY REQUIREMENTS**

Weekly Sequence of Modules

Specific readings, video viewings, audios, chats and threaded discussions will be made by the course instructor. Generally, there will be readings, videos to view, audios to review, chats and two or three threaded discussion questions for each module.

<u>Week</u>	<u>Activity</u>	<u>Assignment</u>
2	Reading	Read Study Guide and Review Course Materials Read Text and Participate in Chats
3	Begin Module 1	Review Introductory Video Read Text and Handouts View Video Participate in Threaded Discussion
5	Begin Module 2	Review Introductory Video Read Text and Handouts View Videos Participate in Threaded Discussions
7	Begin Module 3	Review Introductory Video Read Text and Handouts View Videos Participate in Threaded Discussions
9	Unit #1 Examination	Delivery determined by instructor
10	Begin Module 4	View Introductory Video Review Tutorial on Video Editing Submit <i>Shufflin Chef</i> editing assignment Conversations with instructor – email and telephone
11	Begin Module 5	View Introductory Video Read Text and Handouts View Videos Participate in Threaded Discussions Conversations with instructor – email and telephone
14		Unit #2 Assignments Due Ten minute video 3000 word paper

## **VI. COURSE STRUCTURE**

**The course is divided into two units and five modules. The organization of the course is as follows:**

**Unit 1: Applications of Distance Education** – This Unit will present historical trends that continue to be relevant to instructional technology and distance education. Reasons for successful implementation of instructional technologies will be presented as will examinations of failures.

Module 1: Foundation for ITDE – This module introduces the course’s content and presents significant history trends that guide the practice of instructional technology today.

- Video – Introduction to the Module – On course CD
- Reading – Simonson (2006) – As assigned by the instructor
- Video – *Programmed Instruction and Teaching Machines* – On course CD

Module 2: Large-scale distance education projects – this module presents case studies that demonstrate how instructional technology and distance education have been implemented in a variety of settings – all large scale.

- Video – Introduction to the Module – On course CD
- Video – *Three Statewide Approaches to Distance Education* – On course CD
- Video Case Study – *Governor Janklow’s Capital City Conclave on Distance Education* – On Course CD
- Journal Article – Gillespie, J. (2008). Meeting the shifting perspective: The Iowa communications network. *Distance Learning*, 5(1), 1-11.

Module 3: Students/Teachers/Curriculum in Distance Education – Distance Education is forcing changes in the role of the teacher, the responsibilities of students, and the organization of the curriculum. This module will explore these forces and present case studies of how changes have been implemented.

- Video – Introduction to the Module – On course CD
- Video – *Foundations and Applications of Distance Education – The Student* – On course CD
- Video – *Foundations and Applications of Distance Education – The Teacher* – On course CD
- Video – *Foundations and Applications of Distance Education – The Curriculum* – On course CD

Unit 1 Assignment: Open book objective text – This examination will cover the critical topics of Unit 1. Multiple choice, short answer, and essay questions will be included in the examination. The specifics of examination timing and format will be provided by the instructor.

**Unit 2: World-Wide-Web-based Distance Education** – Increasingly, education is being offered online using the World-Wide-Web. One area of emphasis for online instruction is the use of short videos, produced by the instructor, that serve and visual organizers for key ideas. This module of Unit 2 is the production module for this course. Tutorials about video planning, production, and post production will be used to give students skills in these areas. Additional instruction will be provided by chats,

discussions, and individual consultations. Students will need to have access to videorecorders and video editing software.

#### Module 4: Video production for distance education

- Video – Introduction to the Module – On course CD
- Tutorials – online video editing tutorials
- Video – Examples of video-based applications of ITDE (student projects) – On course CD
- *Shuffling Chef* editing assignment
- Reading: Video Production, as assigned by the instructor

Module 5: Online distance education programs – Online distance education, often offered asynchronously, is rapidly emerging as an important technique, especially in training environments. This module will explore online approaches to distance education.

- Video – Introduction to the Module – On course CD
- Video – *The Florida Virtual High School* – On course CD
- Video – *Summer Conclave Video* – On course CD
- Video – *Telemedicine Applications*
- URL – Intro to Telemedicine
- <http://www.cteonline.org/just-in-time.php?vidID=0#videoPlayerbox>

#### Unit 2 Assignments:

1. Video – video of a distance education application – the specifics of this assignment are explained in the video supplied to students at the beginning of the course. Additionally, example videos are supplied to students for comparison purposes, and the instructor will provide specific guidance to each student, individually. Assessment criteria are included at the end of this syllabus. Examples are posted at:  
<http://www.fischlerschool.nova.edu/itde/Student-Scholarship>
2. Course Assignment – 3-5000 word paper – This paper is explained in the video supplied to students at the beginning of the course. It should be on the same topic as the video and should be suitable for publication in a journal, such as *Distance Learning*. More than fifty percent of the papers submitted for this assignment have been published in the past. Strict adherence to APA guidelines is expected. Submission and assessment criteria are included at the end of this syllabus.

**VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS** (Each assignment is explained by the lead professor on the video CD supplied at the beginning of the course. Refer to these videos for specific guidance about each assignment.)

#### Assignment 1

Examination: An objective examination that deals with the contents of Unit #1 (Modules 1, 2, & 3) will be completed. This examination will be open book and will consist of multiple choice, short answer and essay questions. The instructor will determine the timing and approach used to deliver and complete this examination. Assessment criteria are included on the course CD and explained at the end of this syllabus. (20 points possible)

#### Assignment 2

Video Lesson: A 6 - 8 minute video will be produced by each student, or by students in pairs who select more complex topics and wish to work together. Videos will deal with a significant application of distance education, such as the Digital Dakota Network, the Iowa Communications Network, or a local virtual school. The video will explain the distance education application using still and motion images with a “voice-over” narration. It is expected that the video will have both newly recorded information and information from other sources. The narration will be written by the student and recorded originally for this assignment. There must be at least one segment that is live video with a person talking and being recorded. Also, the final product must be saved in one of the several conventional video formats such as .mov, mpg4, or wmv. In most instances, the video should be sent to your instructor on a CD, and posted to a video-friendly social networking site. Assessment criteria are included on the course CD and explained at the end of this syllabus. The video and the article are directly related, and each medium presents the topic in a manner that capitalizes on the advantages of the particular medium – motion video, or print. Examples can be found at:

<http://www.fischlerschool.nova.edu/itde/Student-Scholarship>  
(40 points possible)

#### Assignment 3

3000 word paper. For the same topic as Assignment #2, prepare a 3-4000 word paper, suitable for publication in the journal, *Distance Learning*. The paper should meet the requirements for writing for *Distance Learning* journal listed below. This assignment should be sent on a CD to the instructor, as required for all authors of *Distance Learning* journal articles. The CD should include a high resolution picture of the author, in addition to the paper itself. The article should support and complement the video. A sample copy of the journal with a number of student articles was sent to each student with other course materials. Examples can be found at:

<http://www.fischlerschool.nova.edu/itde/Student-Scholarship>  
(30 points)

#### Instructor Evaluation and Student Participation

It is expected that students will participate in online chats and threaded discussions, and will correspond individually with the instructor using email, U.S. mail, and the telephone. Threaded discussions will be graded. Assessment



criteria are included on the course CD and explained at the end of this syllabus.  
(10 points possible)

## 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.schoolfed.nova.edu/fgshome/catalog/student\\_policies\\_procedures.pdf](http://www.schoolfed.nova.edu/fgshome/catalog/student_policies_procedures.pdf)

F. 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.

**IX. GRADING CRITERIA**

**A. Grading Scale:**

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A	91-100	4.0	Indicates exemplary effort.
B+	86-90	3.5	Indicates outstanding effort.
B	80-85	3.0	Indicates satisfactory effort.
F	No Credit		

**B. Course Assignments and their percentage of the final grade**

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Assignment	Points	%	Due Week #
Examination	20	20	9
Video Lesson	40	40	14
Journal Article	30	30	15
Discussions	10	10	2-15

### **Additional Guidelines/Rubric – Assignment 1 (Unit 1 Examination)**

Examinations will be developed by the instructor. Sample examinations are available online (see above).

Exemplary Examination: A grades will be given when at least 95% of questions are answered correctly. A- grades will be given for examination scores between 91 and 94%.

Outstanding Examination: B+ grades will be given when 86-90% of questions are answered correctly.

Satisfactory Examination: B grades will be given when 80-85% of questions are answered correctly.

### **Additional Guidelines/Rubric – Assignment 2 – Video**

General Guidelines – Review the explanation of this assignment included on the CD provided at the beginning of the course. Examples of outstanding videos produced previous terms should be reviewed also. The video will be graded according the following criteria.

Criterion 1 - Content: Is the video organized effectively, are the basic ideas important and are they clearly explained?

Exemplary Content (A Grades): The motion video depicts, in visual form with audio support, a key application in the field. The content is presented in a compelling and informative manner that captures the attention of the viewer

Outstanding Content: The video presents an application in the field that is important, is compelling, and is informative.

Satisfactory Content: The video presents an idea that is interesting but not of central importance to the field. The idea is somewhat important, but not explained visually.

Criterion 2 - Production: Are effective video production values used? Do the visual and verbal channels complement each other? Is the flow of the presentation appropriate? Are edits effective? Is lighting appropriate?

Exemplary Production (A Grades): Many scenes are used that flow logically and correctly. Inserts, cut-ins and cut-aways are used effectively. Screen direction is followed. Appropriate connectives are used, and editing is accomplished in such a way as not to be noticed. Lighting is effective and not distracting. Scene composition follows the rule of thirds, the general rule, and other effective composition techniques. Audio is clear, easy to understand and without distracting sounds. Action of those in the live segments is appropriate and relevant to the theme of the video.

Outstanding Production: Many scenes are used. Screen direction is followed. Connectives are correctly used. Editing is effective. Composition of scenes is well done. Audio is clear and easy to hear.

Satisfactory Production: The video is technically sound. Editing and production problems are few and not overly distracting. The sound is understandable. The medium used to deliver the video works correctly.

Overall Quality: Is the topic presented in an interesting manner. Does the topic lend itself to a video treatment and are the advantages of video used? Is watching the video a pleasant experience for the viewer?

Exemplary Quality ( A and A- Grades): The overall look and feel of the video is enjoyable. All requirements of production are met in a way that is not noticeable. The video is memorable. The video is of near commercial quality.

Outstanding Quality: The overall approach is outstanding. Requirements are met. The video is worthy of presentation to professionals.

Satisfactory Quality: The approach meets all requirements. Mistakes are few, and the quality acceptable for viewing by students and by colleagues.

### **Additional Guidelines/Rubric – Assignment 3 – Journal Article**

#### Manuscript Preparation Guidelines

This paper is written for leaders, practitioners, and decision makers in the fields of distance learning, e’learning, telecommunications, and related areas. It is for a professional magazine such as *Distance Learning* for those involved with providing instruction of all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas.

Exemplary Quality (A Grades): All the following requirements are met:

1. The manuscript must present an interesting and compelling presentation of an application/topic of either instructional technology or distance education that would be of interest to practitioners.
2. Your manuscript should be written in Microsoft Word for Windows. Save it as a .doc file and also as an .rtf file. Send both versions on a disk or CD.
3. Single space the entire manuscript. Use 12 point Times New Roman (TNR) font.
4. Laser print your paper.
5. Margins – 1” on all sides.
6. Do not use any page numbers, or embedded commands. Documents that have embedded commands, including headers and footers, will be returned to the author.
7. Include a cover sheet with the paper’s title and with the names, affiliations and addresses, telephone, email, and fax for all authors. Submit the paper on a CD that is clearly marked. The name of the manuscript file should reference the author. In addition, submit two paper copies. **A high resolution (>500kb) .jpg photograph of each author is required.**

#### The Manuscript

To ensure uniformity of the printed proceedings, authors should follow these guidelines when preparing manuscripts for submission. **DO NOT EMBED INFORMATION. YOUR PAPER WILL BE RETURNED IF IT CONTAINS EMBEDDED COMMANDS OR UNUSUAL FORMATTING INFORMATION.**

##### A. Word Processor Format

Manuscripts should be written in Microsoft Word for Windows.

##### B. Length

The maximum length of the body of the paper should be about 3000 words.

##### C. Layout

Top and bottom margins: 1.0”

Left and right margins: 1.0”

##### D. Text

Regular text: 12 point TNR, left justified

Paper title: 12 point TNR, centered  
Author listing: 12 point TNR, centered  
Section headings: 12 point TNR, centered  
Section sub-heading: 12 point TNR, left justified

Do not type section headings or titles in all-caps, only capitalize the first letter in each word. All type should be single-spaced. Allow one line of space before and after each heading.

E. Figures and Tables

Figures and tables should fit width 6 ½ “ and be incorporated into the document.

F. Page Numbering

Do not include or refer to any page numbers in your manuscript.

G. Graphics

We encourage you to use visuals – pictures, graphics, and charts – to help explain your article. Graphics images (.jpg) should be included at the end of your paper.

Outstanding Manuscript: The paper submitted will meet nearly all the requirements listed above.

Satisfactory Manuscript: The paper submitted will meet most of the requirements listed above.

### **Additional Guidelines/Rubric – Instructor Evaluation**

Please review the explanation of this assignment included on the CD provided at the beginning of the course. Participation in scheduled course activities is required. Absences must be approved by the instructor, prior to the absence. Since this course is often taught without face to face instruction, it is important that course activities are participated in and attended. Asynchronous activities are required also.

Exemplary Participation (A and A- Grades): Threaded discussions will be graded according to the following guidelines:

First, you should thoughtfully respond to each question. Then, probably a day or two later, you should return to each question and read the answers/comments of your classmates. You should react; point out inconsistencies or expand on key points. Do more than just give praise. Next, go back and look at what others have said about your postings, and react to what they have said; clarify, explain, defend, and rethink. In other words, carry out a discussion.

Other course activities are required unless permission is received from the instructor. Missed sessions or discussion will be made-up, at the discretion of the instructor.

Outstanding Participation: Most of the requirements listed above will be met.

Satisfactory Participation: Nearly all the requirements for student participation will be met.

**EDD 8123 – Video and Article Rubric**

**Title of Video:** \_\_\_\_\_

**Date of Rating:** \_\_\_\_\_

**Rater:** \_\_\_\_\_

**1. Appropriateness of Topic**

<b>0</b>	<b>Acceptable</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
	Simple production; minimum requirements met; poor explanation of topic	Simple production; minimum requirements met; topic only marginally relevant to ITDE	More complex production; all requirements met; Interesting presentation of topic; video production helps to present the topic	Topic of particular interest to ITDE; Topic information presented in a way to maximize the video medium	Exemplary topic; unique presentation of topic; organization flows easily for clear understanding; insights provided

**2. Video/Article Production Quality**

<b>0</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
	Minimum quality;	Lighting effective; camera locations appropriate; sound clear and easy to hear; appropriate use of filmic techniques	High quality production; use of tripod where appropriate; external microphone for live recording; contrast and clarity of images; outstanding use of filmic techniques	Very high quality production; scenes flow seamlessly; audio clear and without noise; colors bright and with contrast; rule of thirds followed; excellent composition

**3. Editing/Writing Quality**

<b>0</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
	Little editing of video sequences; scenes long; glitches between scenes	No obvious glitches between scenes; some segments need b-roll segments; some scenes too long	Editing not noticeable; scenes the appropriate length; b-roll used when needed; cuts assist in directing attention; titles and credits done correctly.	Outstanding editing; edits not noticeable; proper number of scenes; few talking head segments; excellent use of scene sequencing and b-roll scenes

<b>4. Scripting</b>				
<b>0</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
	Talking heads; ad-lib narration; poor sequencing of audio and video segments	Pre-production scripting apparent, but not of high quality; mistakes in narration; scenes do not flow well	Scripting apparent and used; excellent information in narration; practicing obvious; interesting ideas shown and told	High quality of narration, scene sequencing, and information presentation; use of a well rehearsed and correctly followed pre-production activity

<b>5. Overall</b>				
<b>0</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
	Many mistakes problems; poor pre-production obvious.	Planning obvious; multiple takes of scenes apparent; some problems	Very high quality; pre-production planning obvious; creative use of the medium; a-roll and b-roll editing apparent. Content is compelling	No obvious mistakes; audio and video flow smoothly; interesting topic appropriate for the video medium; packaged professionally. Video and article content and approach are directly related. 500kb author photos submitted

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

**A. Academic 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

<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.)
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 Catalog and Student Handbook 2012-13*. Retrieved from [http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013\\_FSE\\_Catalog\\_and\\_Student\\_Handbook.pdf](http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013_FSE_Catalog_and_Student_Handbook.pdf) , pp. 223.

## **B. 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 re-enrolling 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 of Education policies and procedures.

Source: *Abraham S. Fischler School Catalog and Student Handbook 2012-13*. Retrieved from [http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013\\_FSE\\_Catalog\\_and\\_Student\\_Handbook.pdf](http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013_FSE_Catalog_and_Student_Handbook.pdf) , pp. 227-228.

### **C. 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 Catalog and Student Handbook 2012-13*. Retrieved from [http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013\\_FSE\\_Catalog\\_and\\_Student\\_Handbook.pdf](http://www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/2012-2013_FSE_Catalog_and_Student_Handbook.pdf) , pp. 225.

### **D. 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.

- E. The current edition of the FSEHS Catalog and Student Handbook is available on the
- Academic Affairs website at <http://www.fischlerschool.nova.edu/current-students/studentcataloghandbook> . This document provides extensive information on University and FSEHS policies, regulations and procedures.

Updated August, 2012