

**Nova Southeastern University**  
**Abraham S. Fischler School of Education**  
**Syllabus**

**I. COURSE PREFIX, NUMBER, AND TITLE:** EDD 8008: Principles of Instructional Technology (3 credits)

**II. INSTRUCTOR/FACULTY MEMBER**

Instructors, please provide the following contact information to students on the first day of class.

Name:

Email: @nsu.nova.edu

Telephone:

Fax:

Office Hours:

**Students should contact their instructor for any questions regarding this course.**

**PROFESSOR/LEAD FACULTY (Responsible for Syllabus):**

Name: Charles A. Schlosser, PhD

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Dr. Schlosser's Website: <http://www.nova.edu/~cschloss>

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

**III. COURSE DESCRIPTION**

**A. Catalog Description:** An exploration of the historical, theoretical, and philosophical foundations of instructional technology and an examination of the literature and status of the field.

**Prerequisite/s: none**

**B. Course Rationale:** Because students learn about the field of instructional technology while using the technologies of instruction and learning, the course is foundational for the ITDE concentration as well as for graduate study at a distance.

**IV. COURSE OBJECTIVES:**

At the conclusion of the course, the student will be able to:

1. Define instructional technology.
2. Identify and describe the domains of instructional technology.
3. Outline the historical development of the field of instructional technology.
4. Summarize the major theories of learning and cognition, including behaviorism, cognitive psychology, and constructivism. Determine how each of the theories of learning and cognition may be applied in his or her workplace.
5. Explain the implications of theory and research on technology integration.
6. Identify the leading models of instructional design and explain their principal elements.
7. Describe the relative merits of each model of instructional design and evaluate its usefulness in his or her workplace.
8. Categorize the types of careers held and tasks performed by instructional technologists.
9. Compare and contrast the roles of instructional technologists and instructional technicians.
10. Categorize the leading professional organizations, conferences, and journals in the field. Evaluate their usefulness to his or her professional development.
11. Appraise the contributions of educational technology to the improvement of educational practice.
12. Compare and contrast the concepts of “hard” and “soft” technologies and explain how such technologies may be applied in his or her workplace.
13. Compare and contrast quantitative and qualitative methodologies and indicate how they may be applied in instructional technology research.
14. Document the achievements of an influential instructional technologist and defend that person’s nomination for membership in an instructional technology hall of fame.

## **V. REQUIRED MATERIALS**

### **A. Required Textbook(s):**

Galvan, J. (2009). *Writing literature reviews* (4th ed.). Los Angeles, CA: Pyczak.

Januszewski, A., & Molenda, M. (2008). *Educational technology: A definition with commentary*. New York: Routledge.

Jonassen, D. H. (Ed.). (2004). *Handbook of research on educational communications and technology* (2nd ed.). Mahwah, NJ: Erlbaum.

Saettler, P. (2004). *The evolution of American educational technology*. Greenwich, CT: Information Age.

Spector, J. M., Merrill, M. David, van Merriënboer, J., & Driscoll, M. P. (2008). *Handbook of research on educational communications and technology* (3rd ed.). New York, NY: Taylor and Francis.

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

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

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

## VI. CALENDAR OF WEEKLY REQUIREMENTS

Week	Topic	Activities and Assignments
1	Getting Ready	Explore the Blackboard course area, introduce yourself to instructor and classmates, and familiarize yourself with the assigned readings.
2	Introduction	<u>Read (for discussion 1)</u> Saettler, chapter 1 and Januszewski & Molenda, chapters 1, 10, 12, and Afterword <u>Attend</u> Class session 1, "Introduction to the course," via Wimba
3	Definition and Domains	<u>Read (for discussion 2)</u> Saettler, chapters 2 and 3; Spector, chapter 1 <u>View</u> Class session 2, "What is Instructional Technology?" <u>Participate</u> Discussion 1, "What is Instructional Technology?"
4	Early Forerunners and Tentative Beginnings	<u>Read (for discussion 3)</u> Januszewski & Molenda, chapter 2; Spector, chapter 7; Saettler, chapters 10 and 11 Additional resources: Jonassen, chapters 1 and 4; <u>View</u> Class session 3, "The Literature Review" <u>Participate</u> Discussion 2, "Forerunners and Beginnings"
5	Professional Associations and Conferences	<u>View</u> Class session 4, "Professional Associations," and 5, "Professional Conferences" <u>Participate</u> Discussion 3, "Theories of Learning and Cognition"
6	Theories of Learning and Cognition/ Philosophical Perspectives	<u>Read (for discussion 4)</u> Articles by Funk, Null, Sherman & Kurshan, and Kirschner, Sweller, & Clark <u>View</u> Class session 6, "Essentials of APA Style"

Week	Topic	Activities and Assignments
7	A Closer Look at Constructivism	<u>Read (for discussion 5)</u> Jonassen, chapters 12-19 (Select ONE) <u>View</u> Class session 7, "Professional Journals," and 8, "ITDE's Instructional Technology Hall of Fame" <u>Participate</u> Discussion 4, "Constructivism" <u>Submit</u> Activity 1: Professional Associations
8	Hard Technologies	<u>Read (for discussion 6)</u> Jonassen, chapters 20-23 (Select ONE) <u>Participate</u> Discussion 5, "Hard Technologies"
9	Soft Technologies	<u>Read (for discussion 7)</u> Saettler, chapter 12; Januszewski & Molenda, chapter 4 and additional sources <u>View</u> Class session 9, "Introduction to Instructional Design" <u>Participate</u> Discussion 6, "Soft Technologies" <u>Submit</u> Activity 2: Professional Conferences
10	Instructional Design	<u>View</u> Class session 10, "Introduction to Research in Instructional Technology" <u>Submit</u> Activity 3: Professional Journals Discussion 7, "Instructional Design"
11	Hall of Fame Week	<u>Read (for discussion 8)</u> Spector, chapter 54 Additional resources: Jonassen, chapters 38 and 39 <u>Present and view</u> "Hall of Fame" nominations—Horizon Live
12	Research Designs in Instructional Technology	<u>Read (for discussion 9)</u> Spector, chapter 55 <u>Participate</u> Online discussion 8, "Research Designs in Instructional Technology"
13	Peer Review	<u>Exchange</u> Literature review drafts among subclusters

Week	Topic	Activities and Assignments
14	Data Collection and Analysis in Instructional Technology	<u>Read</u> (for discussion 10) Spector, chapter 56 <u>Participate</u> Discussion 9, "Data Collection and Analysis in Instructional Technology" <u>Submit</u> Literature review peer review
15	Looking Ahead	<u>Participate</u> Discussion 10, "The Future of Instructional Technology"
16	Revisions	<u>Revise</u> Lit review based on peer feedback
17	Wrapping Up	<u>Submit</u> Literature review

## VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

### **Online Discussions (30 points)**

Active, thoughtful participation in online discussions is an important element of the course. Ten weekly discussions (each worth 3 points) will be conducted via Blackboard. A list of discussion topics and reading assignments is included in this syllabus. Topics, reading assignments, guidelines, and additional useful information will be posted in the Blackboard discussion area.

*Objectives 1-9, 12, and 13*

#### Criteria for online threaded discussions

There is the overarching expectation that postings are substantive, presenting new ideas. And:

1. At least two postings each week: one responds directly to the week's question or topic, and subsequent postings respond to postings of at least one other student.
2. Postings build on the postings of others.
3. Postings present your own ideas and examples of application, such as in your (or others') workplace.
4. Postings are supported by readings, properly cited.
5. Postings are clearly written, with proper spelling and grammar.

#### Grading guidelines for online threaded discussions

With these criteria in mind, weekly discussion scores will be assigned as: 3 points (good)—fully meet criteria; 2 points (fair)—meet most of the criteria; 1 point (poor)—meet few of the criteria; 0 points (travesty)—meet none of the criteria or are very wide of the mark.

### **Discussion Moderation (3 points)**

Each subcluster will moderate one weekly discussion after identifying an appropriate *additional* reading and preparing discussion questions based on that reading. Details will be provided in class.

### **Activities (32 points)**

#### Activity 1: Professional Associations (5 points)

Identify a professional association in the field of instructional technology. In a paper of no more than five pages (double-spaced, APA style),

1. briefly trace the history of the association,
2. mention where it is headquartered and how many members it has,
3. relate its stated mission,
4. describe its annual conference(s),
5. list its offices (executive director, president, etc.) and who holds those offices and, finally (and most significantly),
6. describe how being a member would benefit you, especially regarding achieving your professional goals.

*Objective 10*

#### Grading criteria for Activity 1

1. The paper is clearly written, with proper spelling and grammar; sources are properly identified; and is submitted on time
2. Each element identified in the assignment is present, sufficiently detailed, and appropriate
3. Assuming that the above conditions are met, one-half point will be assigned for elements 2 and 3, and one point will be assigned for elements 1, 4, 5, and 6

*Submit completed paper to the instructor via Blackboard e-mail. Please give the e-mail and attachment a descriptive title, such as your name plus "activity 1."*

#### Activity 2: Professional Conferences (10 points)

In a paper of no more than five pages (double-spaced, APA style), identify a professional conference in the field of instructional technology and its guidelines for presentations.

Include the following information:

1. Location of the next annual conference
2. Description of participants/intended audience and approximate attendance
3. Cost—to regular members, to regular non-members, and to students
4. Types of presentations
5. Process for submitting a presentation proposal

Then, prepare a presentation proposal suitable for that conference.

*Objective 12*

#### Grading criteria for Activity 2

1. The paper is clearly written, with proper spelling and grammar; sources are properly identified; and is submitted on time
2. Each element identified in the assignment is present, sufficiently detailed, and appropriate
3. Assuming that the above conditions are met, one point will be assigned for elements 1, 2, 3, 4, and 5, and five points will be assigned for the presentation proposal

*Submit completed paper to the instructor via Blackboard e-mail. Please give the e-mail and attachment a descriptive title, such as your name plus "activity 2."*

### Activity 3: Professional Journals (7 points)

In a paper of no more than five pages (double-spaced, APA style), identify a professional journal in the field of instructional technology and describe the following:

1. Frequency of publication
2. Intended audience
3. Professional organization (if any) with which it is affiliated
4. Names of the editors
5. Subscription cost
6. Its authors' guidelines for publication
7. Percentage of submitted articles that are published
8. Summary of the types of subjects addressed in a typical issue

*Objective 10*

### Grading criteria for Activity 3

1. The paper is clearly written, with proper spelling and grammar; sources of information are properly identified; and the paper is submitted on time
2. Each element identified in the assignment is present, sufficiently detailed, and appropriate
3. Assuming that the above conditions are met, .5 point will be assigned for elements 1-6, and two points will be assigned for elements 7 and 8.

*Submit completed paper to the instructor via Blackboard e-mail. Please give the e-mail and attachment a descriptive title, such as your name plus "activity 3."*

### Activity 4: An Instructional Technology Hall of Fame (10 points)

Nominate an individual who has **made a significant contribution to the field of instructional technology** and prepare a brief (less than three minutes) biographical presentation that includes:

1. a photo of your nominee
2. your nominee's birth year (and year of death, if the subject is no longer living),
3. your nominee's alma mater,
4. your nominee's places of professional employment,
5. a description of your nominee's major publications and, most importantly,

6. the reason(s) why this person deserves to be enshrined in an instructional technology hall of fame.

Your presentation will include a PowerPoint slide show of at least five slides and will be **presented** with narration during a Wimba Live session that you will record (“archive”). Everyone in the class will view all nomination presentations and a vote will be held to determine two inductees to the hall of fame.

*Objective 14*

#### Grading criteria for Activity 4

1. The slides include text that is clearly written, with proper spelling and grammar; sources of information are properly identified; and the nomination slide show is submitted on time
2. Each element identified in the assignment is present, sufficiently detailed, and appropriate
3. Assuming that the above conditions are met, one point will be assigned for elements 1-5, three points will be assigned for element 6, and two points for presentation of the nomination during the Wimba Live session.

Note: current members of the ITDE Instructional Technology Hall of Fame may not be nominated for membership. Further, to ensure that that no person receives more than one nomination, we will conduct a sign-up for nominees via Blackboard.

#### **Literature Review (25 points)**

A review of the literature relating to an aspect of instructional technology. Papers should be approximately 15 pages in length (double-spaced, APA style).

#### Literature review paper guidelines

##### Purpose

This paper provides you the opportunity to explore the research in an aspect of instructional technology. In completing the paper, you will demonstrate ability to apply and synthesize knowledge as it relates to instructional technology. You will also demonstrate your ability to support ideas with information from current writings and research, to use language effectively, and to write in an orderly fashion so that a quality work is produced.

##### Style

The paper will be approximately 15 pages in length. Use Times or Helvetica (or similar) fonts and either 10 or 12 point size. Include a cover sheet with a title for your paper, your name, date, and the course name and number. Use the *Publication Manual of the American Psychological Association* (6th ed.) as your style guide for writing the paper. Use a neutral, third person voice throughout the paper (except in the methodology section, where you may use the first person).

##### Organization of the Review

The review of literature will include the following major components:

- Introduction – Describe the area in which the review of literature is being addressed. Include an analysis of why the information being included is appropriate for the discussion in this area. The introduction should also present the importance of the scope of the review of literature and how the review might be applied to instructional technology applications.
- Methodology – Explain the method of identifying and locating sources of information and the rationale for selecting the sources to include. Also identify the procedures used in analyzing the sources and the criteria used for evaluating the information found. A minimum of 12 references must be used, and no more than 25% of the references may be from the Internet (that is, .org, .com or .edu sites. Online journals or items obtained online through the library are not considered to be “from the Internet.”).
- Analysis and Discussion – Present evidence and ideas summarized from the sources analyzed. This review is driven by the area of discussion and by sub-topics related to that area. Therefore, individual sources are to be reviewed, not as isolated entities, but with attention to the contribution they make to the topic of discussion. Information based on personal experience, observations, or interviews may be included as a means of clarifying or exemplifying research conclusions, or as a source of new information. The source and limitations of such supplementary information should be clearly stated. An evaluation of the quality or adequacy of the related sources may also be included. This evaluation may relate to individual works, or to characteristics of several investigations available on the topic. This review, then, is the result of a search for the most useful information related to your project.
- Summary – In no more than a few paragraphs, summarize the contents of the paper.
- Reference List – List the references you cited in the text.

*Objectives 5, 11*

#### Grading criteria for literature review

- A. Introduction (2 points)  
Focus and scope are clearly presented
- B. Methodology (4 points)  
Selection and rationale for sources, as well as the value of sources and criteria for selection are clearly presented
- C. Analysis (8 points)  
Integrated discussion of literature into the theme(s) of the topic
- D. Conclusion (2 points)  
Cogent synthesis based on evidence in analysis section
- E. References (4 points)  
Followed APA guidelines  
At least 12 references (only 25 percent from Internet)  
Inclusion of scholarly references
- F. Quality/Scholarship (5 points)  
Spelling  
Grammar  
Clarity/articulation of thought

#### **Peer Review (5 points)**

Members of subclusters will exchange a draft of their literature review and provide feedback to all members of the subcluster. Feedback will be provided in two ways: 1) Comments will be embedded in the word-processed document; and 2) The Peer Review Feedback Form. To earn full points for this activity, each student must provide feedback to every other student in the subcluster and must submit to the instructor all marked-up copies of his or her literature review document and all Peer Review Feedback Forms *received from classmates*. Compile all feedback forms and marked-up drafts into one document and e-mail it to the instructor.

### **Online Class (Illuminate/Wimba) Sessions (5 points)**

Active, thoughtful participation in online class sessions is an important element of the course. One-half point will be earned for participation (synchronously or asynchronously) in each class session. It is anticipated that students will attend all “live” online sessions. If, however, you are unable to attend a session, please let the instructor know so that alternate arrangements may be made. To earn credit for participating in recorded class sessions, watch the recording and, within one week of its “air date,” submit to the instructor an e-mail message in which you briefly reflect on the content of the presentation. An example will be posted in the course Blackboard area.

Every assignment must include the FSEHS cover sheet/title page. Go to [http://www.schoolofed.nova.edu/sso/PDF/fsehs\\_standard\\_format.pdf](http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf) for directions and exceptions to the APA format.

Complete and submit the Presubmission Checklist with each assignment. That form can be downloaded at: [http://www.nova.edu/~yates/FSEHS\\_Pre\\_Submission\\_Checklist.pdf](http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf) or [http://www.nova.edu/~yates/FSEHS\\_Pre\\_Submission\\_Checklist.doc](http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc)

## **X. CLASS POLICIES [this section may be modified to suit your specialization and degree level]**

A. Attendance: Students are expected to attend all class sessions.

B. Plagiarism Policy, Graduate Studies:

- 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. 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.

D. 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.  
[http://www.schoolofed.nova.edu/fgshome/catalog/student\\_policies\\_procedures.pdf](http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf)

E. 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.

**XI. GRADING CRITERIA**

A. Presubmission Checklist:

[http://www.nova.edu/~yates/FSEHS\\_Pre\\_Submission\\_Checklist.pdf](http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf)  
[http://www.nova.edu/~yates/FSEHS\\_Pre\\_Submission\\_Checklist.doc](http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc)

B. Grading Scale:

Doctoral Program		
Letter Grade	Percentage	Quality Points

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

C. Course Assignments and their percentage of the final grade

Assignment	%	Due Week #
Online Discussions	30	(see schedule)
Activity 1: Professional Associations	5	7
Activity 2: Professional Conferences	10	9
Activity 3: Professional Journals	7	10
Activity 4: Instructional Technology Hall of Fame	10	11
Literature Review Peer Review	5	14
Literature Review	25	17
Online class sessions	5	(see schedule)
Discussion Moderation	3	one week during term
Total:	100	

D. General Grading Rubric

Gr	%	GPA	Criteria
A	91-100	4.0	<p><b>1. Content</b> - Assignments demonstrate a thorough depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, thorough, meet or exceed stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students have included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students clearly demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students generally demonstrate originality and fresh perspectives.</p> <p><b>2. Quality of Communication</b> - Written and oral work demonstrates superior doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear, concise, cogent, and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p><b>3. Preparation (readings, field work, etc.)</b> - Preparation for all classes and</p>

assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students consistently demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students consistently demonstrate personal growth as specified in the doctor of education learning outcomes

4. **Format** - Where applicable, citations and references are used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

<b>Gr</b>	<b>%</b>	<b>GPA</b>	<b>Criteria</b>
<b>B+</b>	<b>86-90</b>	<b>3.5</b>	<ol style="list-style-type: none"> <li>1. <b>Content</b> - Assignments demonstrate a depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is generally focused on the assigned topics and the objectives for the assignment. Topics are generally fully developed. Students generally included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students demonstrate some originality and fresh perspectives.</li> <li>2. <b>Quality of Communication</b> - Written and oral work demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</li> <li>3. <b>Preparation (readings, field work, etc.)</b> - Preparation for all classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate the ability solve problems as outlined in the course objectives</li> </ol>

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and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students generally demonstrate personal growth as specified in the doctor of education learning outcomes

4. **Format** - Where applicable, citations and references are generally used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).
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Gr	%	GPA	Criteria
B	80-85	3.0	<p>1. <b>Content</b> – Assignments demonstrate some depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed most parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students occasionally include additional material or information or both beyond requirements and, where appropriate, occasionally demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate some evidence of field based activities and higher levels of critical thinking and independent learning.</p> <p>2. <b>Quality of Communication</b> - Written and oral work generally demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student’s work is generally correct, although there are aspects that may not be effective (i.e., word choice, sentence structure, the thesis statements and supporting details in paragraphs may not be clear. Transitional words and phrases may be disjointed, points and ideas may not be well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. <b>Preparation (readings, field work, etc.)</b> - Preparation for most classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate some ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students demonstrate some personal growth as specified in the doctor of education learning outcomes</p> <p>4. <b>Format</b> - Where applicable, citations and references are generally used correctly and consistently, with efforts made to include a range of relevant</p>

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works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

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**F No .0** Does not meet the above standards  
**Credit**

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**Gr Criteria**

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- I Incomplete**
1. A grade of incomplete (I) may be granted at the discretion of the instructor, to students who are in good standing, because of unexpected personal or professional emergencies, and must be made up within one term (or sooner) of the final class meeting of the course, as stipulated by the instructor. A grade of “I” may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, references, etc.) in a timely manner by the end of the course. Students requesting extensions due to medical reasons are expected to provide official medical documentation. It is the student’s responsibility to consult the instructor and submit the *Incomplete Grade Agreement Form* prior to the end of the course. The instructor will not accept assignments received after the date indicated on the agreement, and the student’s grade will be assigned according to the work the student completed by the end of the course.
  2. Upon approval by the instructor, students will be required to complete and submit an “Incomplete Grade Contract” to the instructor. The timeline for an “Incomplete” shall not exceed one term or as specified in the “Incomplete Grade Contract.” An incomplete grade that has not been changed by the official date in this agreement will result in a grade of “F” (No Credit).
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**XII. LIST OF SUGGESTED RESOURCES**

A wide variety of resources—websites, journals, books, etc.—will be suggested during class presentations and in course discussions and announcements.