

CIT 0500 - Theories of Learning

I. Course Information

Course: CIT 0500 - Theories of Learning

Semester Credit Hours: 3.0

Course CRN and Section: 31721 - L01

Semester and Year: Winter 2026

Course Start and End Dates: 01/05/2026 - 03/01/2026

Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Susanne E Flannelly

Email: flannell@nova.edu

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	01/05/2026 - 03/01/2026		Programs On-line	Online Venue-CANVAS

IV. Course Description

Catalog Description

Learning theory remains a crucial component of instructional delivery. Instruction should be tailored to the learning process, and learning theory provides a framework for analysis of teaching practices. This course examines various learning theories that directly impact education and their influence on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment, and reorganization for school change will be discussed. Classroom teachers and media specialists working with kindergarten through Grade 12 will find this course particularly useful. Prerequisite/s: None.

Course Rationale:

The goal of this course is to ensure that educators from all levels and in any discipline can infuse the principles of learning theory into analysis, design, and assessment of their teaching/training philosophy and practice. This course also emphasizes online learning.

The CIT program is designed for trainers, educators, consultants and administrators.

NOTE-This course and the CIT MS degree do not lead to any endorsements or certifications for educators

V. Course Objectives / Learning Outcomes

- 1) demonstrate knowledge and understanding of current learning theorists.
- 2) analyze current instructional practices in the light of major learning theories.
- 3) apply and synthesize current learning theories to develop enhanced curriculum and instruction

Upon completion of this course, the student will be able to

1. Demonstrate an understanding of a variety of learning theories.
2. Associate components of a learning theory with a particular theorist.
3. Apply concepts of learning theory to teaching strategies, including online teaching.
4. Identify and evaluate contributions of each learning theory to practice.

5. Analyze teaching philosophy in regards to learning theories.
6. Select instructional strategies geared to learning theory, especially for adult learners in online courses in non-educational organizations.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Ormrod, J. E. (2020). *Human learning* (8th ed.). Boston, MA: Pearson.

Course Supplemental Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

VII. Course Requirements

VIII. Course Schedule and Topic Outline

Course Schedule:

Note – reading assignments will be clarified by your instructor

Module	Topic	Class Activities & Assignments
1	Course Overview Role of Theory in Learning and Instruction Behaviorism Gestalt Psychology	Read Introduction, and Chapters as assigned Post Discussion 1:
2	The Human Brain Behaviorist Principles	Read Chapters as assigned Post Discussion 2: Submit Assignment 1
3	Cognitive Perspectives: Processing of Information	Read Chapters as assigned Readings Post Discussion 3: .

4	Cognitive Perspectives: Metacognition, and Problem Solving	Read Chapters as assigned Discussion 4 Submit Assignment 2
5	Psychological Development Social- Cognitive Theory	Read Chapters as assigned Post Discussion 5:
6	Cognitive Models Theory of Academic Motivation	Read Chapters as assigned Post Discussion 6: Submit Assignment 3
7	Application of Learning Theory	Submit Assignment 4

IX. Assignments

Assignment 1 (350 words minimum)

OBJECTIVES 3, 5, 6

Consider your present knowledge about learning theory and your experience as an educator/trainer. Consider your personal philosophy of learning.

1. How do you think that students learn best?
2. Does learning vary from content area to content area?
3. Is acquiring content knowledge significantly different from acquiring skills?
4. How may the teacher best achieve student learning in a variety of settings?

Respond to **all four** of these questions. Answer each question in its own paragraph or section, and number them 1-4. Consider the wording of the questions carefully.

This assignment may serve as a pretest for you. At the end of the course, return to this submission, and determine how you have increased your knowledge of learning theory and how your personal philosophy may have changed.

Assignment 1 Grading Rubric			
Element	Not Met	Met	Exceeded
Personal statement regarding best student learning process	Beliefs were not clearly stated.	Beliefs were clearly stated.	Your personal statements were clearly stated with thorough breadth and depth of detail.
Assessment of learning from content area to content area	Conclusions regarding the assessment of learning from content area to content area were not clearly stated.	Conclusions regarding the assessment of learning from content area to content area were clearly stated.	Conclusions regarding the assessment of learning from content area to content area were clearly stated and maintained the focus on student learning.
Discussion of the acquisition of content knowledge versus skills.	Conclusions regarding the acquisition of content knowledge versus skills were not clearly stated.	Conclusions regarding the acquisition of content knowledge versus skills were clearly stated.	Conclusions regarding the acquisition of content knowledge versus skills were clearly stated and maintained the focus on student learning.
Delineation of best practices for student learning achievement	Best practices were not identified clearly.	Best practices were identified clearly.	Best practices were identified clearly and demonstrated extensive evidence of current instructional methods and trends.
Presentation of supporting rationales and examples	Supporting rationales and examples were not included.	Some supporting rationales were included.	Supporting rationales were convincing and several examples were presented.
Effectiveness of writing and adherence to APA guidelines	Capitalization and/or punctuation errors. Comprehension impeded by usage errors. Errors in APA guidelines.	Commendable use of capitalization and punctuation. Almost all words spelled correctly. Commendable usage.	Exemplary use of capitalization and punctuation. All words spelled correctly. Exemplary usage (few or no errors with verb tenses, agreement, parallel structure, and similar areas). No significant errors in APA guidelines.

Assignment 2

OBJECTIVES 1, 3, 5, 6

Learners spend much of their time processing information. To process successfully they must determine the logical meaning of the material, i.e., the relationship of the symbols, concepts, structures, patterns, and rules of the content matter. Having accomplished that, students must then achieve psychological meaning, i.e., the relationship of the symbols, concepts, structures, patterns, and rules of the content matter to the students' cognitive skills. When psychological meaning is achieved, the door is then open to comprehension of information and use of information to solve problems, and comprehension and problem solving will occur if students interact with the content matter appropriately. To ensure proper interaction is the responsibility of the instructor. These ideas are especially important for adult learners who are enrolled in an online class.

For Assignment 2, choose content that you might teach learners. If possible pick content that is to be taught at a distance. Indicate the age or grade level of the students – even adult learners. If

possible, identify content that is to be taught online to distant learners. Follow the steps below, number accordingly, and respond to the following questions based upon how that content might be taught effectively.

Step 1: In this content area, identify and describe a meaningful problem that students need to solve. (The term *problem* is used loosely here to indicate any typical task that learners might be asked to do.)

1. What real-world situations can serve as the basis for such a problem to be solved?
2. Can learners construct their own problems that are similar to the one selected by the teacher/trainer? If yes, provide an example. If no, explain why not.

Step 2: Develop cues to guide the reception of new knowledge.

1. What objectives or statement of purpose can be developed that can direct the learners' attention?
2. What questions can be used to direct learners' attention to important knowledge?
3. How will the new knowledge or skills enhance or build on the learners' existing knowledge or skills?

Step 3: Select or develop conceptual supports that facilitate the encoding of information.

1. What information should be included in advance organizers so that they bridge the learners' prior knowledge and new learning?
2. What concepts, episodes, and images already acquired by learners that may be used to illustrate the new terms, definitions, or concepts?

Step 4: Develop cues to aid in the retrieval of learned information.

1. What are some comparisons with related concepts, terms, or ideas that may be made?
2. What inference questions may be used to conclude the lesson?

Step 5: Develop summarization and self-questioning strategies.

1. How can opportunities be provided for students to identify the main topic and link it to subtopics?
2. How can opportunities be provided to students for application, feedback, and subsequent application?

Step 6: If appropriate, identify those components of the lesson that might be suitable for small groups. (For small group work, it is understood that students will be dependent upon one another to complete the task at hand as is essential in true teamwork.)

Assignment 2 Grading Rubric			
Element	Not Met	Met	Exceeded
Selection of the problem	The problem selected is inappropriate for such a unit of instruction.	The problem selected is appropriate for such a unit of instruction.	The problem selected is appropriate for such a unit of instruction and effectively enables student processing of information.
Development of cues to guide reception of new knowledge	Objectives and methods are not clearly stated. Appropriate questions are not presented.	Objectives and methods are clearly stated. Two or three appropriate questions are presented.	Objectives and methods are well conceived and clearly stated. Four or more appropriate questions are presented that clearly direct students' attention.

Development of supports that facilitate information encoding	Information to bridge the students' prior knowledge and the new learning is not clearly presented. Prior knowledge to illustrate new terms, definitions, or concepts is not discussed.	Information to bridge the students' prior knowledge and the new learning is clearly presented. Prior knowledge to illustrate new terms, definitions, or concepts is clearly discussed.	Information to bridge the students' prior knowledge and the new learning is clearly and persuasively presented. Detailed prior knowledge to illustrate new terms, definitions, or concepts is clearly discussed.
Development of cues to aid in information retrieval	Comparisons with related concepts, terms, or ideas are not made. Inference questions are not posed.	Comparisons with related concepts, terms, or ideas are made. Two or three inference questions are posed.	Comparisons with related concepts, terms, or ideas are made clearly and persuasively. Four or more well-crafted inference questions are posed.
Development of summarization and questioning strategies	Opportunities for students to identify the main topic and link it to subtopics are not provided. Opportunities for application, feedback, and subsequent application are not provided.	Opportunities for students to identify the main topic and link it to subtopics are provided. Opportunities for application, feedback, and subsequent application are provided.	Numerous opportunities for students to identify the main topic and link it to subtopics are provided. Numerous opportunities for application, feedback, and subsequent application are provided.
Effectiveness of writing and adherence to APA guidelines	Capitalization and/or punctuation errors. Comprehension impeded by usage errors. Errors in APA guidelines.	Commendable use of capitalization and punctuation. Almost all words spelled correctly. Commendable usage.	Exemplary use of capitalization and punctuation. All words spelled correctly. Exemplary usage (few or no errors with verb tenses, agreement, parallel structure, and similar areas). No significant errors in APA guidelines.

Assignment 3

OBJECTIVES 2, 3, 5, 6

Prepare a unit of instruction for your organization based upon the ideas of one of contemporary learning theorists. This unit should address content and/or skills other than those addressed in Assignment 2. Include the components listed below and number them in your assignment as they are numbered here. No actual plans should be included in Assignment 3. However, be thinking of a lesson from this unit that you might develop for Assignment 4. Online learning units are preferable but not required.

1. Title of the unit and a paragraph that describes the unit
1. Duration
1. Target population

Be sure to discuss the individual differences, readiness, and motivation of the target

population in terms of this theory.

1. Content area(s)

1. Rationale for this unit

(This is a key component of this assignment. Be clear and thorough. Remember that a rationale is a set of reasons that justify.)

Explain the basic assumptions of the theory. Then answer these two questions:

1. Why is this theory an appropriate match for the content and methods of this unit?
2. What is the nature of the mental process(es) salient in this theory?

1. List of objectives

State your objectives. Then answer these two questions:

1. What are the major issues in designing instruction according to this theory?
2. How did you align your objectives with these issues?

1. List of activities

Provide a list of activities. A brief description of each activity is all that is needed. Then respond to these two items:

1. Explain the basic assumptions of the principles of instruction based upon this theory.
2. How are they an appropriate foundation for this unit?

1. Assessment of the learning

Briefly describe how you will assess learning. Then answer these two questions:

1. In this theory are learning and performance equated? That is, is performance an indicator that learning has occurred?
2. Will unobservable constructs need to be measured? If so, how will the measurement be done?

Assignment 3 Grading Rubric			
Element	Not Met	Met	Exceeded
Alignment between the unit and the theory	The components of the unit do not align well with the components of the theory.	The components of the unit align well with the components of the theory.	The components of the unit align very effectively with the components of the theory.
Rationale for the unit	The rationale is not clear or persuasive.	The rationale is clear and persuasive.	The argument presented in the rationale is especially clear and persuasive and affirms deep understanding of the theory's assumptions.
Objectives	Objectives are unclear and do not reflect major issues in instructional design.	Objectives are unclear and reflect some major issues in instructional design.	Objectives are skillfully crafted and reflect all major issues in instructional design.
Activities	Activities are limited in breadth and depth. Basic assumptions of the principles of instruction based upon this theory are not provided.	Activities are sufficient in breadth and depth. Basic assumptions of the principles of instruction based upon this theory are provided.	Activities are skillfully crafted with excellent breadth and depth. Basic assumptions of the principles of instruction based upon this theory are explained clearly and thoroughly.
Assessment	Assessment of learning does not align effectively with objectives and instructional activities. Learning and performance are not explained.	Assessment of learning aligns effectively with objectives and instructional activities. Learning and performance are explained clearly.	Assessment of learning aligns effectively with objectives and instructional activities. Learning and performance are explained clearly and thoroughly.

Assignment 4 Final Week

OBJECTIVES 2, 3, 5, 6

The purpose of this assignment is for you to demonstrate their use of critical thinking skills and strategies through a lesson/teaching plan for group activities and cooperative learning for students. The assignment will include the lesson plan and an accompanying description of planning.

Part 1. The Lesson/Teaching Plan

Consider the unit that you developed in Assignment 3. Now develop one lesson plan based upon that unit. Use the Assignment 4 Rubric below as a guide to generate the components of the lesson plan.

Remember that your lesson should include group activities and cooperative learning for students at any level, but most likely learning online. Your lesson should demonstrate higher order thinking skills as appropriate for your population. Such skills might include comprehension, application, analysis, synthesis, and/or evaluation. Number the components of your lesson as follows:

1. goal(s) (global statement[s]), objectives (specific statements), and standards
2. diverse student characteristics and methods to address them
3. materials, methods, and technology
4. lesson preparation and classroom management strategies
5. activities (including critical thinking questions)
6. assessment

Assignment 4 Grading Rubric			
Element	Not Met	Met	Exceeded
Lesson goals, objectives, and standards	Lesson goals were not clearly stated. Standards were not provided. Lesson objectives were not stated in measurable, behavioral terms and were not aligned with instructional standards.	Lesson goals were clearly stated. Appropriate standards were provided. Lesson objectives were stated in measurable, behavioral terms that were aligned with instructional standards.	Lesson goals were clearly stated and provided appropriate details and examples. Appropriate standards were provided. Lesson objectives were stated in clearly measurable, behavioral terms that were aligned with instructional standards and student academic growth.
Learner characteristics	Student characteristics were not identified with entry competencies that are appropriate to lesson objectives. Student learning styles were not identified for diverse students.	Student characteristics were identified with entry competencies that are appropriate to, or consistent with, lesson objectives. Student learning styles were identified for diverse students.	Multiple diverse student characteristics were identified and addressed with entry competencies that are appropriate to lesson objectives. Student learning styles were clearly and thoroughly identified and addressed for diverse students.

Materials, methods, and technology	Instructional materials, methods, and technology were either inappropriate for the grade level or were not identified and described.	Instructional materials, methods, and technology appropriate for the grade level were identified and described.	Instructional materials, methods, and technology were differentiated for student learning level and were identified and described in detail.
Lesson preparation and classroom management	Little evidence of effective lesson preparation is provided. Proactive strategies for effective classroom management and organization were not identified and not used.	Acceptable evidence of effective lesson preparation is provided. Proactive strategies for effective classroom management and organization were identified and used.	Extensive evidence of effective lesson preparation is provided. Proactive strategies for effective classroom management and organization were identified, described, and used.
Learner activities	Learner activities (e.g., practice, reinforcement, feedback, cooperative groups, or engaged learning) were not described.	Learner activities (e.g., practice, reinforcement, feedback, cooperative groups, and engaged learning) were described.	Learner activities (e.g., practice, reinforcement, feedback, cooperative groups, and engaged learning) were described exceptional detail.
Critical thinking questions	Examples of questions that promote critical thinking skills were not provided.	Examples of questions that promote critical thinking skills were provided.	Examples of questions that promote critical thinking skills were frequently provided.
Assessment	Procedures for assessing student learning that match lesson objectives and evaluation results were not provided.	Procedures for assessing student learning that match lesson objectives and evaluation results were provided.	Procedures for assessing diverse student learning that match lesson objectives, extension activities, and evaluation results were provided.

Part 2. Description of Planning

Describe the process by which you planned the six components of the lesson. Give a rationale, that is, a set of valid reasons, for your decisions.

Part 3. Work Sample

Include learner work sample that would be a product of this lesson plan. The work sample may be a separate attachment if necessary.

Quiz - An objective quiz/examination covered course readings, viewings, and other course materials will be required. Normally, this quiz is timed and open book.

X. Grading Criteria

Final Course Grade:

1. Course Assignments and their percentage of the final grade

Assignment		%	Due Week #
------------	--	---	------------

Assignment 1: Personal Philosophy of Learning		15	2
Assignment 2: Content Area Problem Solving		15	4
Assignment 3: Unit of Instruction		20	6
Assignment 4: Lesson Plan		30	Final Week
Participation (Chats and Discussions)		10	1-6
Quiz/Examination		10	
Total:		100	

Master's & EdS Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XI. Course Policies

Attendance Students are expected to actively participate in all course activities.

If zoom/synchronous sessions are held, students are required to attend with their camera on and their correct name displayed.

XII. University Policies

Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experiences sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that your instructor is not a confidential resource, and the instructor is required to report any incident of sexual misconduct to the NSU Title IX Coordinator. Alternatively, you may choose to contact Laura Bennett, Title IX Coordinator, directly at laura.bennett@nova.edu, 954-262-7858 to report an incident or receive support and resources. **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://education.nova.edu/students/current-students/studentcataloghandbook.html>.

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 College of Education and School of Criminal Justice 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.

B. Plagiarism

Work that is submitted for credit must be the original work of the student.

Original work: Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

The use of Artificial Intelligence: Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, Dall-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

Tendering of information: All academic work must be the original work of the student. Knowingly

giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

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 College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments 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 College of Education policies and procedures.**

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 a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

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 **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIII. Bibliography

XIV. Appendix/Appendices

USE OF AI CHATBOT TECHNOLOGY IN SELECTED COURSES

Version 5 – January 15, 2025

Chatbot AI technologies, such as ChatGPT, Gemini or VideoGen, may be permitted for use by students in this class, according to these provisions:

1. **With the permission of the instructor**, Chatbot AI technology such as ChatGPT and Gemini may be used in the process of developing and drafting early versions of papers and assignments -- however, the final submission must be the work of the student.
2. Use of AI Chatbot technology in the development and drafting of assignments **must be acknowledged in writing** in the final assignment submission, by including this statement:

NOTE: During the preparation of this assignment, I used Chatbot technology to assist me to draft early versions of this assignment. The final submission is my work.

If it is subsequently discovered or determined that Chatbot technology was used without acknowledgement, the grade for the assignment in question may be F.

Course Syllabus Management Team

Lead Faculty:

Michael Simonson, PhD

Last Revised Date:

January 2025