Fischler Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

2006

FSEHS Catalog and Student Handbook 2006-2007

Nova Southeastern University

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Fischler School of Education and Human Services (FSEHS)

Catalog and Student Handbook

2006 – 2007

Fischler School of Education and Human Services

Catalog and Student Handbook 2006–2007

The *FSEHS Catalog* and *FSEHS Student Handbook* have been combined into one document. Policies and programs set forth in this catalog/student handbook are effective from July 1, 2006 through June 30, 2007. Regulations and requirements, including fees, are necessarily subject to change without notice at anytime, at the discretion of the Nova Southeastern University (NSU) administration. FSEHS reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number (404) 679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., ADA, Rehabilitation Act, Title III, Title VI, Title VII, Title IX), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any persons because of race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions, enrollment scholarships and loan programs, athletics, employment, and access to and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and activities generally accorded or made available to students at NSU and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

Fischler School of Education and Human Services
North Miami Beach Campus
1750 N.E. 167th Street
North Miami Beach, FL 33162

State Disclosures

The following states require these disclosures:

Arizona
Nova Southeastern University is licensed to operate in Arizona by the Arizona State Board for Private Postsecondary Education.

California
Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814; (916) 445-3427.

Indiana
This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-state toll-free number, 800-227-5695 or (317) 233-4219.

Nevada
Nova Southeastern University's Master of Science in Speech-Language Pathology Program, Graduate Teacher Education Program, and the National Ed.D. Program for Educational Leaders are licensed by the Nevada Commission on Postsecondary Education. The Las Vegas site includes classrooms, technology labs, and administrative offices. All facilities conform to Clark County building, fire, and business license requirements.

South Carolina
Nova Southeastern University is licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201; (803) 737-2260. Licensure indicates only that minimum standards have been met; it is not equivalent to, or synonymous with, accreditation by an accrediting agency recognized by the U.S. Department of Education.

Vermont
Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information. In the event that a decrease in enrollment makes continuing a program academically nonviable, or if the program is forced to close for any other reason, provisions will be made for students to continue the program at another site without additional cost to the student. If it is not possible to provide a completion alternative, students will be given a full refund of tuition and fees.

Washington
Nova Southeastern is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2007, and authorizes Nova Southeastern University to offer the following programs: Doctor of Education with specializations in: Educational Leadership; Health Care Education; Higher Education; Human Services Administration; Instructional Leadership; Instructional Technology and Distance Learning; Organizational Leadership; Special Education; and Speech-Language Pathology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Wisconsin
In Wisconsin, students may contact the Educational Approval Board (EAB) at (608) 266-1995 if complaints are not satisfactorily resolved with the institution.

All field-based clusters meet the same stringent accreditation requirements as on-campus programs. In addition, all clusters outside Florida are licensed in the states in which they operate.

Meeting Facilities

Nova Southeastern University leases classroom facilities in accordance with local health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning.

Title II Institutional Report Card

Institutions that offer teacher preparation programs are required to report information on program completers to state and federal departments of education. This information, regarding the number of program completers, testing pass rates, and other contextual data, is provided below.

Florida Title II Report Card for Nova Southeastern University Academic Year: 2004-2005					
Test Filed/Category	All Completers	Title II Completers	Completers Taking	Completers Passing	Pass Rate
General Knowledge	94	94	91	91	100%
Professional Education	94	94	91	91	100%
Subject Matter Exam	94	94	91	91	100%
Nova Southeastern University Total	94	94	91	91	100%

Nevada Title II Report Card for Nova Southeastern University Academic Year: 2004-2005			
Test Filed/Category	Taking Assessment	Passing Assessment	Institutional Pass Rate
Basic Skills			
PPST READING	2	Rule of 10*	Rule of 10*
PPST WRITING	1	Rule of 10*	Rule of 10*
PPST MATHEMATICS	1	Rule of 10*	Rule of 10*
COMPUTERIZED PPST READING	3	Rule of 10*	Rule of 10*
COMPUTERIZED PPST WRITING	4	Rule of 10*	Rule of 10*
COMPUTERIZED PPST MATHEMATICS	4	Rule of 10*	Rule of 10*
Professional Knowledge			
PRINCIPLES LEARNING & TEACHING K-6	1	Rule of 10*	Rule of 10*
Academic Content Areas			
ELEM ED CURR INSTRUC ASSESSMENT	7	Rule of 10*	Rule of 10*
ELEM ED CONTENT AREA EXERCISES	7	Rule of 10*	Rule of 10*
Other Content Areas	0	N/A	N/A
Teaching Special Populations			
SE KNOWLEDGE-BASED CORE PRINCIPLES	1	Rule of 10*	Rule of 10*
Nova Southeastern University Total		Rule of 10*	Rule of 10*
*Rule of 10 indicates that there are fewer than 10 test takers; scores are not calculated by the Department of Education.			

California Title II Report Card for Nova Southeastern University Academic Year: 2004-2005			
Test Filed/Category	Taking Assessment	Passing Assessment	Institutional Pass Rate
Basic Skills			
CBEST	5	Rule of 10*	Rule of 10*
Professional Knowledge			
RICA	5	Rule of 10*	Rule of 10*
Other Content Areas			
CSET MSE I	4	Rule of 10*	Rule of 10*
CSET MSE II	5	Rule of 10*	Rule of 10*
CSET MSE III	5	Rule of 10*	Rule of 10*
MSAT (0140 + 0151)	0	N/A	N/A
Nova Southeastern University Total		Rule of 10*	Rule of 10*
*Rule of 10 indicates that there are fewer than 10 test takers; scores are not calculated by the Department of Education.			

Fischler School of Education and Human Services (FSEHS)

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FSEHS Administration

Executive Administration

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Alejandra Parra, Associate Dean

President's Message

We are pleased and honored that you have selected Nova Southeastern University. We are confident that we can help you build the skills necessary to get ahead and stay ahead in your chosen field, while making a significant contribution to your community and society as a whole.

By choosing the Fischler School of Education and Human Services, you share with us a commitment to excellence in teaching and human services. You'll find that our practical, reality-based curriculum allows us to prepare our students for a lifetime of learning and success. We share knowledge with students across our nation and in many countries around the world. Fischler graduates have a special bond, and you can look forward to joining a very select group.

As president of NSU, I welcome you to our family, whether you are a full-time student or a working professional joining us part-time or online from another part of the world. With the help of Nova Southeastern University, you will make a significant difference to your students, your community and, quite possibly, the world.

Ray Ferrero, Jr., J.D.

NSU Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Education Provost's Message

On behalf of the many men and women who are members of the Fischler School of Education and Human Services learning community, I bring you the best of all that we have to offer and a pledge to provide quality instruction and service.

We are committed to the successful enhancement of your professional career. To that end we provide excellent instruction, technology designed to deliver that instruction, and an infrastructure aimed at supporting your efforts. To that end, we maintain one of the largest library databases available and employ a host of new initiatives designed to focus on developing new approaches to teaching and learning.

While you are very special to us, we also remind you that our expectations and standards are high. We urge you to excel beyond your wildest dreams and explore new vistas. The end result will be recognition by you and us of your talents, skills, and the acquisition of new knowledge. On behalf of the hundreds of professional men and women associated with the Fischler School of Education and Human Services, I welcome you to the threshold of a new world.

H. Wells Singleton, Ph.D.

FSEHS Mission Statement

The Fischler School of Education and Human Services (FSEHS) is dedicated to the enhancement and continuing support of teachers, administrators, trainers, and others working in related helping professions throughout the world. The school fulfills its commitment to the advancement of education by serving as a resource for practitioners, both novice and experienced, and by supporting them in their professional self-development.

Because of its commitment to the working professional, the school offers alternative delivery systems that are adaptable to practitioners' work schedules and locations. School programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles in education and related fields, and to be prepared to accept changing responsibilities within their own organizations.

Ahead of the Curve

At the Fischler School of Education and Human Services, our mission requires us to stay "Ahead of the Curve"—in education, in leadership, and in services. We are dedicated to the enhancement and continuing support of all who desire, provide, or facilitate education and/or educational options throughout the world. The school fulfills this commitment to the advancement of education by serving as a resource for practitioners and supporting them in their professional self-development.

Our commitment to the value of the working professional is the basis for our alternative delivery systems that take education to the learner and adapt it to meet the career needs of the practitioner. Our programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles where education is needed, and to prepare them to accept changing responsibilities within their own organizations.

Consistent with the philosophical views of individual development, motivation, and leadership, FSEHS is also committed to prepare professional educators who possess both a high sense about their responsibilities as leaders in their society and who hold themselves to high ethical standards. It is also devoted to the formation of humanistic educators able to successfully meet the needs of people in a culturally and globally diverse society.

Important Dates

NSU Holiday Calendar July 2006 – July 2007

NSU administrative and academic offices/departments are closed on NSU observed holidays.

Holiday	NSU Observed Date
Independence Day	Tuesday, July 4, 2006
Labor Day	Monday, September 4, 2006
Rosh Hashanah	Saturday, September 23, 2006
Yom Kippur	Monday, October 2, 2006
Thanksgiving Day	Thursday, November 23, 2006
Day after Thanksgiving Day	Friday, November 24, 2006
Christmas Eve	Sunday, December 24, 2006
Christmas Day	Monday, December 25, 2006
New Year's Eve	Sunday, December 31, 2006
New Year's Day	Monday, January 1, 2007
Martin Luther King Day	Monday, January 15, 2007
Good Friday	Friday, April 6, 2007
Easter Sunday	Sunday, April 8, 2007
Memorial Day	Monday, May 28, 2007
Independence Day	Wednesday, July 4, 2007

Fischler School of Education and Human Services Academic Calendar 2006 – 2007

A.A. with an Emphasis in Early Childhood Education (A.A./ECE)

Term	Term Code	Registration Begins	Registration Ends	Start Date	End Date
Fall 2006	200720	7/10/06	8/20/06	8/21/06	12/16/06
Winter 2007	200730	11/20/06	1/7/07	1/8/07	4/30/07
Summer 2007	200750	3/26/07	4/30/07	5/1/07	8/15/07

Undergraduate Teacher Education Program

Term	Term Code	Registration Begins	Late Registration Begins	Start Date	End Date
Fall I 2006	200720	03/13/06	08/11/06	8/21/06	10/17/06
Fall II 2006	200720	03/13/06	08/11/06	10/17/06	12/17/06
Winter I 2007	200730	10/16/06	12/29/06	1/8/07	3/2/07
Winter II 2007	200730	10/16/06	12/29/06	3/12/07	5/3/07
Summer I 2007	200750	3/19/07	4/27/07	5/7/07	6/20/07
Summer II 2007	200805	3/19/07	4/27/07	6/21/07	8/3/07

SkyLight (Master of Arts in Teaching and Learning) and BrainSMART (M.S. in Education and Ed. S.)

Term	Term Code	WebStar Registration Begins	WebStar Registration Ends	Start Date	End Date
Fall 2006	200720	8/21/06	9/29/06	10/2/06	12/17/06
Winter 2007	200730	11/27/06	1/5/07	1/8/07	3/18/07
Spring 2007	200740	2/12/07	3/23/07	3/26/07	6/3/07
Summer 2007	200750	5/14/07	6/22/07	6/25/07	8/19/07

Master of Science and Educational Specialist Programs

Term	Term Code	WebStar Registration Begins	WebStar Registration Ends	Start Date	End Date
Fall I 2006	200720	7/3/06	8/18/06	8/21/06	10/24/06
Fall II 2006	200720	7/3/06	10/20/06	10/24/06	12/16/06
Winter I 2007	200730	11/27/06	1/5/07	1/8/07	3/5/07
Winter II 2007	200730	11/27/06	3/2/07	3/5/07	4/30/07
Summer I 2007	200750	3/19/07	4/27/07	5/1/07	6/25/07
Summer II 2007	200750	3/19/07	6/22/07	6/21/07	8/15/07

Doctor of Education

Term	Term Code	WebStar Registration Begins	WebStar Registration Ends	Start Date	End Date
Fall 2006	200720	7/3/06	8/18/06	8/21/06	12/16/06
Winter 2007	200730	11/27/06	1/5/07	1/8/07	4/30/07
Summer 2007	200750	3/19/07	4/27/07	5/1/07	8/15/07

Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971.

The Master's Degree in Speech-Language Pathology, offered through the Fischler School of Education and Human Services, is approved by the Florida Department of Education, the Nevada Department of Education, and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Nova Southeastern University's Graduate Teacher Education Program is licensed by the state of Florida, by the Arizona State Board for Private Postsecondary Education, and by the Nevada Commission on Postsecondary Education. Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific coursework in subject areas. Nova Southeastern University has been granted Accreditation for the Multiple Subject Teacher Preparation Program by the California Committee on Accreditation, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814- 4213; (916) 322-6253.

Admission Requirements

The following admission requirements apply to all FSEHS students. Following this section are additional admission requirements for each program of study.

- Full admission to any academic program requires the submission of all official transcripts required for program admission within 90 calendar days of the first day of the official start of term. Provisional admission status may be granted based on unofficial documents but will be revoked and further registration prohibited if official transcripts and other admissions documents are not received within that 90-day timeframe.
- Students are not eligible for financial aid until full admission status has been granted.
- Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University (Josef Silny & Associates, *www.jsilny.com/* or World Education Services, *www.wes.org/*).The prospective student is responsible for all fees incurred for this evaluation.
- Admission decisions are based on degrees earned at regionally or internationally accredited institutions (or officially approved equivalents).
- **Resident alien applicants** must provide a photocopy of both sides of their resident alien cards.
- Applicants to graduate-level programs who are **non-native English speakers** and/or applicants who earned their highest degree at a non-U.S. institution may be required to provide proof of having scored a minimum of 213 on the computer-based TOEFL or a minimum of 550 on the paper-based TOEFL exam.
- **International applicants** may be required to show verification of a student I-20 visa or permanent residency status. International candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students and must attend classes at any of NSU's Student Education Centers in the state of Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Undergraduate Programs

Additional admission requirements for the **Undergraduate Teacher Education Program (UTEP)—Professional and Liberal Studies Program (PALS) (Day Program):**

- Completed application form with a $50 nonrefundable fee
- Minimum SAT score of 850 or minimum ACT score of 18
- Minimum 2.5 GPA in either high school or previous institution attended
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the first semester/term of enrollment.
- Transfer applicants must submit official transcripts from all colleges or universities attended.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.
- Upon acceptance to the PALS program, students must promptly provide information to the Farquhar College of Arts and Sciences (FCAS) Office of Undergraduate Admissions indicating their intent to enroll. A nonrefundable $200 deposit, which will be credited toward tuition, will be required immediately.

Note: Applicants to the UTEP Professional and Liberal Studies Program should send application/admission materials to the FCAS Office of Admissions.

Additional admission requirements for the **Undergraduate Teacher Education Program (UTEP)—Career Development Program (Evening/Weekend/Off-campus Program)** are as follows:

- Completed application form with a $50 nonrefundable fee
- Must submit proof of high school graduation or GED equivalent
- Transfer applicants must submit official transcripts from all colleges or universities attended, within 90 calendar days of the first day of the first semester/term of enrollment.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.

Note: Applicants to the UTEP Career Development program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions; 1750 NE 167th St.; North Miami Beach, FL 33162.

Additional admission requirements for the **FSEHS Associate of Arts in Early Childhood Education (A.A./ECE) Program** are as follows:

- Completed application form with a $50 nonrefundable fee
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the official start of term.
- Transfer applicants must submit official transcripts from all colleges or universities attended.

Note: Applicants to the A.A./ECE program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions; 1750 NE 167th St.; North Miami Beach, FL 33162.

Master's and Educational Specialist Programs
Additional admission requirements for the **Master of Arts (M.A.), Master of Science (M.S.), or Educational Specialist (Ed.S.) programs in Education**:

- Completed application form with a $50 nonrefundable fee (see application procedure)
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate (for admission to master's programs) or master's (for admission to Ed.S. program) degree, within 90 calendar days from the first day of the official start of the term.
- Applicants to the **Master of Arts in Teaching and Learning** (MATL) program must provide a photocopy of their current teaching certificate.
- A minimum undergraduate GPA of 2.5 (on a 4.0 scale) is required for admission to a master's degree program. Applicants who do not meet the 2.5 CGPA requirement must submit Graduate Record Exam (GRE) scores (a combined score of 1000 for verbal and quantitative only) for conditional admission. If the applicant does not meet the minimum 2.5 GPA or GRE score requirement, the applicant may enroll in a maximum of six (6) credit hours and must earn a grade of B or better in each course during the first term of enrollment. Students who do not earn a grade of B or better in each course will be subject to dismissal from the program.
- A minimum graduate GPA of 3.0 (on a 4.0 scale) is required for admission to an educational specialist degree program.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Florida
- Applicants to any **Florida State Approved Program** must meet the following additional criteria:
  - Applicants must submit a photocopy of their current teaching certificate; applicants with a temporary teaching certificate must also submit passing CLAST (taken prior to July 1, 2002) or General Knowledge Exam scores
  - Applicants must submit proof of student teaching experience (six semester hours earned in a college student teaching program or supervised internship in an elementary or secondary school, or two years of full-time teaching experience in an elementary or secondary school)
  - Applicants must submit their Professional Education (PED) test scores.
  - An applicant whose GPA is below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn conditional admission with the condition that the student enroll in only two courses (six credit hours) in the first term and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first term of enrollment.
- Applicants to any **Florida Initial Certification Plan (ICP) program** must provide proof of having passing scores on the CLAST, Praxis I, or GRE (1000 between verbal and quantitative sections—not analytical) and a minimum 2.5 overall undergraduate GPA. Applicants who do not meet the minimum 2.5 overall GPA requirement may be conditionally admitted with the condition that they enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed from the program at the end of the first term of enrollment.

- Applicants to the **Florida Educational Leadership** specialization area must provide proof of at least two years of teaching experience, a photocopy of a valid district-issued or professional teaching certificate, and must have a minimum 3.0 GPA during the last 60 credit hours of their undergraduate degree. Applicant's who do not have a minimum 3.0 GPA (based on a 4.0 scale) in the last 60 credit hours of the undergraduate degree may be conditionally admitted to the program under the following conditions:
  - Submit a GRE score of 1000 (combined score of 1000 between the verbal and quantitative scales only) or Miller Analogies Test (MAT) score report showing that the applicant received a raw score of 50 (scaled score between 410-416).
  - They enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed from the program at the end of the first term of enrollment.
  - If the applicant does not meet the test score requirement, the applicant may apply for admission under the State of Florida's 10 percent waiver policy.

    10 Percent Waiver Policy: The 10 percent waiver policy is based on a three-tier admission process. If the applicant does not meet the 3.0 GPA requirements and does not meet the minimum test score requirement, the applicant must provide the following information:

    a. Submit evidence of the GRE or MAT test score report,
    b. Provide evidence of successful completion of fifteen (15) credit hours in Educational Leadership coursework with a 3.0 GPA,
    c. Submit a letter of recommendation from an administrator at his/her school attesting to the applicant's ability,
    d. Submit a rational explaining why the applicant would be a successful candidate in the Educational Leadership specialization

    The letter of recommendation and rational must be submitted to the attention of the FSEHS Leadership Admission Review Committee.

    Note: An applicant admitted under the 10 percent waiver policy is the last opportunity for conditional admission for the educational leadership specialization.

Nevada
- Applicants to any **Nevada State Approved Program** must submit a photocopy of their current Nevada teaching license.
- Applicants to any **Nevada Initial Certification Plan (ICP) program** must provide proof of having passing scores on the Praxis I or CBEST (California Basic Educational Skills Test).
- Nevada applicants with a current professional or provisional teaching license, who want to add a new endorsement area, must submit passing scores on the subject area exam that relates to their master's degree (approved or non-approved), if scores are required.
- Applicants to the **Nevada Educational Leadership** specialization area must provide a copy of their valid teaching license and have at least two years of full-time teaching experience prior to enrollment and must have three years of teaching experience by the time of program completion.
- **Nevada applicants** must submit a Nevada Enrollment Agreement (available in the admission packer or online at *http://www.schoolofed.nova.edu/sso*).

Additional admission requirements for the **Master of Science (M.S.) in Human Services**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants to the **Child and Youth Care Administration** specialization area must provide proof of at least two years of full-time experience and have current employment as a youth or child care worker in a residential, group care, or community-based setting, as well as evidence of administrative or supervisory responsibility in a youth or child care setting.
- Applicants to the **Early Childhood Education** specialization area must provide proof of current employment in an administrative or supervisory capacity in a program for young children.
- Applicants to the **Family Support Studies** specialization area must provide proof of current employment in a full-time position in a program for children and their families.

Additional admission requirements for the **Master of Science (M.S.) program in Instructional Technology and Distance Education (ITDE)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must submit their Miller Analogies Test (MAT) or Graduate Record Examination (GRE) scores (no minimum score required). The test must have been taken within the past five years.

- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Additional admission requirements for the **Master of Science in Speech-Language and Communication Disorders (SLCD)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 3.0 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must participate in a face-to-face or telephone interview.
- Applicants must have attained grades of B or better in required prerequisite courses and disorders courses. (Students will repeat any prerequisite courses in which a grade lower than B was earned.)
- An applicant whose GPA falls below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn conditional admission with the condition that the student enroll in only two courses (six credit hours) in the first term and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first term of enrollment.
- Non-native English speakers may be required to take both the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).
- Applicants must provide three letters of recommendation and logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding an ASHA-CCC.
- Students seeking Florida DOE certification must meet criteria for the Florida State Approved Program, Florida Initial Certification Plan (ICP) for Speech-Language Pathology.
   * Students accepted into the SLCD program are required to undergo a criminal background check.

Doctoral Programs
Additional admission requirements for the **Doctor of Education (Ed.D.) program**:

- Completed application form with a $50 nonrefundable fee
- Official transcript indicating conferral of a master's degree by a regionally accredited institution (minimum 3.0 grade point average is required), submitted within 90 calendar days of the first day of the official start of term **OR** the completion of one of the alternative admission processes
- Official transcripts from all previously attended post-secondary institutions
- Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program
- Current employment or relevant work experience in field
- A test score report showing that the applicant received a raw score of 37 (scaled score 391–396) on the Miller Analogies Test (MAT), or a combined score of 1,000 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
   Note: The test must have been taken within the past five years. If the score falls below the minimum requirement, the applicant must submit a rationale, in essay format, providing an explanation of why scores do not reflect the student's academic potential.
- International applicants may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- International applicants may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Additional admission requirements for the **doctoral program in Speech-Language Pathology (SLP.D.)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a master's degree in speech-language pathology at a regionally accredited institution with a minimum graduate GPA of 3.2, within 90 calendar days of the official start of the term.
- Documentation of the Certificate of Clinical Competence (ASHA-CCC) and copies of all professional certifications, licenses, or relevant credentialing materials
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended.
- Three letters of recommendation.
- The results of the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE), taken within the past five years, must be submitted.
- Applicants must participate in a face-to-face or telephone interview.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers). **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Alternate Admission Criteria

Students who have earned a degree at a school that is not accredited by one of the regional or international accrediting associations/universities need to submit the following information and documentation to petition to receive admission into a Fischler School of Education and Human Services program at Nova Southeastern University.

Alternative One

1. Submit an admission application and include a $50.00 non-refundable application fee payment payable to NSU.

2. Send an official course-by-course evaluation, with cumulative grade point average, by one of the following institutions:
   - Josef Silny & Associates, Inc., available online at: *www.jsilny.com/*
   - World Education Services, available online at: *www.wes.org/*

3. If the evaluation is not favorable, (i.e., the evaluation does not indicate equivalency to a master of science degree [for admission to doctoral program]), the applicant must complete the career portfolio.

   All applicants who have not earned a master's degree (for entry into an Ed.S. or doctoral program) or bachelor's degree (for entry into a master's program) from an accredited college or university must produce and submit a portfolio prior to admission to the program. This portfolio must demonstrate academic and pedagogical growth appropriate for entry into the chosen program of study. Those applicants whose main job responsibilities are administrative in nature will modify their evidence to reflect the clientele they serve. Upon submission, the portfolio becomes property of the University and will not be returned to the applicant. For a guide to the type and amount of the evidence required, please contact the Office of Enrollment Services at 1-800-262-8500.

   Submit completed portfolios to:

   Nova Southeastern University
   Fischler School of Education and Human Services
   Office of Enrollment Services, Admissions Department
   1750 NE 167th Street
   North Miami Beach, FL 33162

Alternative Two

1. Submit an admission application and include a $50.00 non-refundable application fee payment payable to NSU

2. Send an official evaluation of one of the following documents directly to NSU:
   - The National Board of License for Teachers and Principals (NBL)
   - Continuing Teachers License from Merkos Linyonei Chinuch International Board of License (MERKOS)

3. Submit a $350.00 portfolio evaluation fee.

4. Complete a writing assessment.

5. Submit the Career Portfolio.

   The Career Portfolio is a compilation of evidence that documents the attainment of a level of knowledge, experience, and expertise. The Career Portfolio contains evidence that is appropriate for entry into the chosen program of study. It is a collection of various artifacts used as evidence of professional teaching skills, as defined in the Accomplished Practices. It is the student's responsibility to ensure that the evidence is in accordance with the procedures stated in the *Career Portfolio Guide* (available online at *http://www.schoolofed.nova.edu/sso*). Upon submission, the portfolio becomes property of the University and will not be returned to the applicant.

Alternative Three

1. Submit an admissions application and include a $50.00 non-refundable application fee payment payable to NSU.
2. Send an official transcript (reflecting coursework/degree completion appropriate for entry into your chosen program) from one of the following institutions. Students who have earned a degree from any of the following schools will no longer need to submit those transcripts for evaluation by an outside agency; FSEHS will accept the transcripts directly. FSEHS reserves the right to modify this list without written notice.

   For entry into a graduate program:
   - Binah Institute, Maryland
   - College of the Bahamas
   - GC Foster College of Physical Education, Jamaica
   - Institute of Management and Production, Jamaica
   - Jamaican Theological Seminary
   - McMaster University, Canada
   - Northern Caribbean University, Jamaica
   - The University of Alberta, Canada
   - The University of Guelph, Canada
   - University of Guyana
   - University of Technology, Jamaica
   - The University of Toronto
   - The University of Victoria, Canada
   - University of the West Indies (All campuses)
   - The University of Western Ontario
   - The University of Windsor, Canada
   - York University, Canada

For entry into the Applied Professional Studies (APS) of the Bachelor in Education program (offered in Jamaica only); the following schools have been reviewed and their earned teaching/instructor diploma is approved for admission.

- Bethlehem Moravian College
- College of Agriculture, Science, and Education (CASE) – formerly, Passley Gardens Teachers College
- Catholic College of Mandeville
- Church Teachers' College, Jamaica
- GC Foster College of Physical Education, Jamaica
- Mico College, Jamaica
- Moneague College, Jamaica
- Sam Sharpe Teachers' College, Jamaica
- Shortwood Teachers' College, Jamaica
- St. Joseph's Teachers' College, Jamaica
- University of Technology, Jamaica (Teaching Diploma) – formerly, College of Art, Science, and Technology (CAST)
- University of the West Indies (Teaching Diploma)
- Vocational Training Development Institute (VTDI), Jamaica (Instructor or Teaching Diploma)

Application Procedure

To obtain an application, prospective students can visit the FSEHS Web site (*www.schoolofed.nova.edu*), click on the *Prospective Students* link, then click on the *Information Request* link and fill out the required information, or call 800-986-3223, ext. 8500. Applications are accepted at any time. Applicants will be notified of the admission decision by mail.

An application is considered complete when the following items have been received:
- Completed and signed application materials and forms, including written essay (writing sample, if required)
- $50 nonrefundable application fee
- Official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs)
- Required letters of recommendation from individuals who can attest to the candidate's ability to succeed in graduate school (e.g., faculty members or immediate supervisors). Each program may require a different number of recommendation letters.
- Photocopy of resident alien card, if applicable
- Proof of all test scores or supplemental materials required for program admission

Applications are reviewed by the FSEHS Admissions Committee. Qualified candidates may be required to participate in an oral interview. The program department will contact the applicant to schedule an appointment after the file has been reviewed. Applicants will be notified of the admissions committee's decision by mail.

Applications are accepted throughout the year. Depending on the chosen program of study, students may be required to begin coursework at designated times in order to align with a given programs curriculum/schedule.

Applications remain active for one year from the initial date of submission of the application. After one year, prospective students will need to resubmit an updated application.

Certification/Licensure

The requirements for certification/licensure differ from state to state. Some states do not grant initial certification/licensure unless transcripts are annotated as having met that state's approved program.

In Florida, students graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE) are eligible for an initial professional certificate. Actual teacher certification is awarded by the Florida Department of Education, not NSU.

Graduates who seek licensure or endorsement in Nevada must ask NSU to send a *Confirmation of Completion* form to the Nevada Department of Education. These forms are available through Enrollment Services and can be requested by contacting Academic Advising (800-986-3223, ext. 1559).

A state department of education (DOE) reserves the right to change requirements leading to certification/licensure at any time. Consequently, NSU reserves the right to change requirements in a state-approved program, with or without prior notice, to reflect changes mandated by the DOE.

For specific requirements and current information regarding teacher certification/licensure, please contact the appropriate department of education (DOE).

Florida Department of Education
Bureau of Educator Certification
Suite 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
www.fldoe.org/edcert

Telephone Service:
In-state toll-free number: 800-445-6739
Out-of-state number: 850-488-2317

Nevada Department of Education
Teacher Licensing Office
1820 East Sahara Avenue, Suite 205
Las Vegas, Nevada 89104
www.doe.nv.gov/licensing.html

Telephone Service:
(702) 486-6457 (voice mail)
(702) 486-6458 (8:00 a.m. to 5:00 p.m.)
(702) 486-6450 (fax)

Certification through Course-by-Course Analysis by the Florida Department of Education
Some courses are offered for students who already hold a bachelor's degree in fields other than education and who desire to obtain certification in specific content areas (see programs of study). Before registering for courses, individuals seeking courses that may lead to certification must be admitted to NSU as non-degree-seeking students. Certification-only students assume full risk in interpreting the letter of eligibility needs. NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, or the local school district certification officer, before registering for any courses.

Tuition

Following is a list of tuition rates effective Fall 2006. Tuition rates are posted per credit hour. Students enrolled in continuing dissertation services pay per term.

Associate of Arts in Early Childhood Education	$225	Educational Specialist	$420
BrainSMART (M.S. and Ed.S.)	$255	Master of Science in Education (GTEP & NGTE)	$420
Bachelor of Science*		Master of Science in ITDE	$390
Off Campus and Online	$350	M.S. in Human Services (LSCA)	$295
Doctor of Education	$625	M.S. in Speech-Language Pathology	$718
(including CYS, DEDL, DHEL, DOL, ITDE)		Skylight (M.A. in Teaching and Learning)	$320
Doctorate in Speech-Language Pathology	$680	Substance Abuse Counseling and Education	$335

Continuing Dissertation Services $2100 per term

* *The Professional and Liberal Studies (PALS) and Career Development programs are also part of the Bachelor of Science degree program offered at FSEHS; tuition rates for these programs are listed on page 42 of this catalog.*

FSEHS tuition rates are available online at *www.schoolofed.nova.edu/fgshome/current/academicCalendar.htm*. University student services fees must be paid in addition to tuition each term. A $125 fee will be charged for students registering for 3 credits or less in a given term. A $250 fee will be charged for students registering for more than 3 credits per term. Tuition and fees are subject to change without notice. Students enrolled in cooperative/initiative programs may pay modified tuition rates and should speak to a program representative regarding tuition information.

Graduation

Degree Completion Requirements
In order to graduate from any program of study, students must complete all required prerequisites, program coursework, capstone experiences, and testing requirements for their given program of study. Students must also complete an application for degree. Each program has different requirements and each student will be responsible to complete the requirements outlined in the program outline in effect at the time of their enrollment. Enrollment Services Representatives are available to explain all program completion requirements.

Degree Conferral
Students are eligible for graduation when they meet the curriculum and testing requirements listed in the student catalog in effect when they began their program of study and upon submitting an application for degree conferral. Degrees are conferred once per month by the University's Board of Trustees after students have met all the criteria outlined for program completion, have applied for degree conferral, and all financial obligations to the University have been met. After degrees have been conferred, diplomas are printed and sent to students by U.S. mail.

Diplomas
The diploma indicates the degree the student has earned (for example, bachelor of science, doctor of education); the diploma does not indicate major. The academic transcript, the official record of work at NSU, indicates degree earned, major field of study, and minor, if any.

Commencement

FSEHS commencement ceremonies are held in June. It is not necessary for students to attend commencement to have their degrees conferred. Degrees are conferred once per month, throughout the year.

Participation eligibility for FSEHS's Commencement Ceremony is outlined below:

Associate's Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Bachelor's Degree: Students must satisfy all NSU and FSEHS course requirement in addition to the following:
- Submit passing scores for all sections of the General Knowledge Test and/or CLAST examination if taken prior to July 1, 2002
- Submit passing scores for the Florida Teacher Certification Professional Examination
- Successful completion of the Supervised Teaching Internship
- Approved portfolio
- 2.5 grade point average

Master's Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Educational Specialist Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Doctoral Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Continuing Dissertation Services Fees (FSEHS Policy 1.1.2)

The doctoral program is designed to be completed within three years of consecutive enrollment. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved.

- Continuing dissertation fees will not be applied during the first thirty-six (36) months of the program, irrespective of enrollment.
- For those students who complete all of their doctoral coursework during the first twenty-four (24) months of the program, continuing dissertation services begin at the 25th month, at which time students will automatically be placed in ADS 8090-Applied Dissertation Services I, per term, for a period of up to one year, at no charge.
- A continuing dissertation services fee will be applied at the beginning of the 37th month from the initial term of enrollment.
- Students will be charged a flat tuition rate of three credits (billable hours only) for each subsequent term of enrollment.
- After the 36th month, students are responsible for registering for ADS 8091, Applied Dissertation Services II, per term, to be eligible for services.

Students must complete all program requirements, including coursework and the applied dissertation within five (5) years of their start date. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. It is the responsibility of the student to request a one-year continuing dissertation services extension. Requests for a one-year extension must be made through the Office of Enrollment Services a minimum of one month before the end of the fifth year. See FSEHS Policy 1.02 – Doctoral Program Completion Timeline (*http://www.schoolofed.nova.edu/oic/policy1-02.pdf*) for additional details.

PLEASE NOTE: An additional one-year continuing dissertation services extension may be granted in extraordinary circumstances, if approved by the Executive Dean who oversees the Office of Enrollment Services. It is the responsibility of the student to request the additional extension and provide evidence of extraordinary need a minimum of one month before the end of the sixth year.

Fischler School of Education and Human Services

Undergraduate Programs

Undergraduate Programs in Education

The Fischler School of Education and Human Services (FSEHS) offers undergraduate programs in education through a cooperative agreement with NSU's Farquhar College of Arts and Sciences. Courses are delivered by both Farquhar and Fischler faculty. FSEHS undergraduate programs include the Associate of Arts program with an emphasis in Early Childhood Education (A.A./ECE), the Undergraduate Teacher Education Program (UTEP), and the Bachelor of Science in Education with a concentration in Child Development (BSCD).

A.A. in Early Childhood Education (A.A./ECE) Program

The Associate of Arts degree with an emphasis in Early Childhood Education has been designed to provide a highly supportive learning environment in which members of the early childhood community can develop the skills and knowledge needed to meet the current standards for advanced degrees in the field of early childhood. The program is a collaborative effort between the Fischler School of Education and Human Services (FSEHS), the Farquhar Center for Undergraduate Studies (FCUS), and the Mailman Segal Institute for Early Childhood Studies (MSI).

The A.A./ECE program is structured according to the national and state requirements for associate degree programs in early childhood education. The program is based on the competencies and guidelines established by the following national organizations:
- American Associate Degree Early Childhood Educators (ACCESS)
- Association for Childhood Education International (ACEI)
- National Association for the Education of Young Children (NAEYC)
- National Board for Professional Teaching Standards (NBPTS)
- National Council for Accreditation of Teacher Education (NCATE)

Program Goals/Learning Outcomes

Early childhood educators enrolled in the A.A. program will do the following:
- Develop the skills and knowledge necessary to meet the increased challenges and responsibilities faced in today's early childhood settings
- Learn how to incorporate the best teaching competencies and practices in their work environment
- Learn to recognize the diverse needs and learning styles of all children in today's multicultural early childhood settings
- Learn how to be responsive to the individual and unique needs of children with special needs
- Attain a greater assurance of job security and expand their potential for career advancement
- Increase their computer and technology skills
- Create a foundation for lifelong learning

Instructional Delivery System

A.A./ECE courses are delivered using an online format or a blended online/onsite model at specified sites in the state of Florida. Online courses are delivered through the WebCT platform. Blended-model students will take their early childhood courses (ECA prefix) onsite and then move into the online program for the general education portion of their curriculum. Online delivery provides access to coursework at times and places that are convenient for working professionals.

Program Completion Timeline

The formal instructional portion of the program is designed to be completed in two years, but it must be completed within five years, while students maintain employment in an educational setting.

Program Completion Requirements

To graduate, a student must (a) successfully complete all coursework and apply for degree conferral, (b) maintain a minimum 2.0 grade point average, and (c) meet all financial obligations to the University.

A.A./ECE Program of Study

The program of study is designed to meet the national guidelines and competencies recommended by ACCESS, NAEYC, and NCATE for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competencies in five key areas that include: (a) child development, (b) curriculum, family, and community, (c) assessment, (d) special needs, and (e) professionalism.

Required General Education Courses

COMP	1000	Basic Writing**	3
COMP	1500	College Writing	3
ARTS	2300	Art and Society****	3
LITR	2010	British Literature*** -or- LITR 2020 American Literature*** -or- LITR 2030 World Literature***	3
HIST	1030 or 1040	American History	3
TECH	1110	Technology in the Information Age	3

SPCH	1010	Public Communications	3
BIOL	1100	Concepts and Connections in Biology (16 Week Format) Offered Fall Term	3
PHYS	1020	Concepts in Physical Science (16 Week Format) Offered Winter Term	3
MATH	1000	Essential Mathematics**	3
MATH	1030	Intermediate Algebra	3
MATH	1040	Algebra for College Students******	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Child Growth and Development *****	3

Required ECA Courses

ECA	203	Foundations of Early Care and Education	3
ECA	205	Children with Special Needs (Birth through Age 8)	3
ECA	218	Child Observation, Record Keeping, and Assessment	3
ECA	241	Child Guidance	3
ECA	242	Foundations of Literacy Development	3
ECA	252	Managing Literacy Environments	3
ECA	267	Literacy Development in Multilingual Communities	3

Capstone

ECA	285	Professional Behavior in Early Childhood	3

ECA Electives* (These are optional courses that will not count toward fulfilling the program credit requirements.)

ECA	101	Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (CDA I)	3
ECA	112	Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (CDA II)	3
ECA	114	Introduction to Early Childhood Education: Families, Schools, and Communities (CDA III)	3
ECA	270	Administrative of Child Care and Education Programs	3
		Total Credits Required for Degree Completion	**60 – 66**

*   CDA courses (ECA 101, ECA 112, and ECA 114) and ECA 270 are elective and optional 3-credit courses, but may not be used towards degree credits. ECA 270 is designed for existing or aspiring administrators and directors.

**   COMP 1000 and MATH 1000 are required for all incoming and current students who have not yet taken COMP 1500 and MATH 1030. Students may take a challenge exam, present appropriate transfer credits, or show evidence of standardized test scores.

***   COMP 1000 and COMP 1500 are prerequisites to LITR 2010, LITR 2020, and LITR 2030.

****   COMP 1000 is a prerequisite to ARTS 2300.

***** PSYC 1020 is a prerequisite to PSYC 2370.

****** MATH 1000 and MATH 1030 are prerequisites to MATH 1040.

Undergraduate Teacher Education Program (UTEP)

All undergraduate teacher education programs at Nova Southeastern University are proactive programs designed to address the current and future needs of classroom educators. The aim of the Undergraduate Teacher Education Program is to prepare its graduates to enter the teaching profession as developing professionals with knowledge, dispositions, and skills in three broad domains. These domains are as follows:

Domain 1: Knowledge base and best practices: effective teaching practices including classroom management
- The teacher understands the conceptual, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students – (INTASC Principle 1/Educator Accomplished Practice 8/ ESOL Standards 1 and 7).
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC Principle 7/Educator Accomplished Practice 10/ ESOL Standards 4, 5, 6, 9, 12, 15, and 24).
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC Principle 5/Educator Accomplished Practice 9/ ESOL Standard 18).
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (INTASC Principle 4/Educator Accomplished Practice 4).

Domain 2: Sensitivity and responsibility to diverse student needs: students' academic, social, and emotional needs; at-risk, ESE, ESOL learners

- The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development (INTASC Principle 2/Educator Accomplished Practice 7/ ESOL Standard 8).
- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learners (INTASC Principle 8/Educator Accomplished Practice 1/ESOL Standards 10, 13, 14, 19, 20, and 21.).
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (INTASC Principle 3/Educator Accomplished Practice 5/ESOL Standards 2, 3, 11, 16, 17, and 25.).

Domain 3: Communication and reflection: oral and written communication skills and reflective practice, ongoing engagement in both as exemplified in partnering with parents and community

- The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC Principle 10/Educator Accomplished Practice 11/ESOL Standards 22 & 23).
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC Principle 6/ Educator Accomplished Practice 2/Educator Accomplished Practice 12/ESOL Standards 15, 16, and 17.
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (INTASC Principle 9/ Educator Accomplished Practice 3/Educator Accomplished Practice 6/ESOL Standards 20 and 21).

Matriculation Requirements for UTEP students

Each semester, the Undergraduate Teacher Education Program reviews the academic transcripts of all students identified as intended education majors. Upon meeting the conditions of matriculation into the Undergraduate Teacher Education Program, students will become declared education majors and will receive a letter of notification once they register for their first education course indicating their matriculation status. It is the student's responsibility to work with the Academic Program Manager (APM)/adviser to meet the matriculation requirements before registering for any Benchmark II courses.

1. Students must comply with the admission requirements established by the Farquhar College of Arts and Sciences and the Fischler School of Education and Human Services. On admission, students declare themselves as intended education majors.

2. Students must earn a grade of C or better in COMP 1500, MATH 1040, MATH 1050, and MATH 1060 or their equivalents.

3. Students must earn a cumulative GPA of 2.5 prior to matriculation into an education major.

4. Students must submit documentation that the testing requirement (General Knowledge Test, CLAST or equivalent sections of Praxis) has been met before registration for any Benchmark II education course.

The Associate Dean of the Undergraduate Teacher Education Program will hear all matriculation appeals. No appeals of the testing requirement will be considered.

Testing Requirements

Florida
The Florida Department of Education requires passing the General Knowledge Test (GKT), CLAST, or Praxis equivalents as a requirement for admission into any state-approved teacher education program. NSU's Undergraduate Teacher Education Program is a state-approved program, and therefore, the testing requirements apply. All CLAST scores passed before July 1, 2002, can also be used for program completion. Testing entrance requirements will remain in place.

Nevada
Nevada students are required to pass the knowledge skills sections of the Praxis (or CBEST) before accumulating 24 credits at NSU. The appropriate Praxis knowledge skills sections (also known as the Paraprofessional Skills Test [PPST]) are reading, writing, and mathematics. In addition, Nevada students are required to pass the Praxis subtests for professional skills and subject area skills in order to graduate. Students are advised to confer with the local site administration as the appropriate subtests vary between the Elementary Education major and the Exceptional Student Education—Generalist major. Course grades do not substitute for passing scores on the Praxis.

Matriculation into the Major
Preservice educators must pass all sections of the General Knowledge Test, CLAST, or equivalent sections of the Praxis before matriculating into the major and registering for any course in Benchmark II. Nevada students must pass all sections of Praxis I in order to matriculate. For additional information please review the matriculation requirements. All CLAST scores passed before July 1, 2002, can also be used for program completion. Testing entrance requirements will remain in place.

Prior to Internship

Florida preservice educators must pass the Professional Education Examination to be accepted into the internship program. It is recommended that this exam is taken upon completion of all courses with an EDUC (or EDEC for Prekindergarten/ Primary Education majors) prefix. In addition to passing the Professional Education Examination, acceptance into the internship is dependent on skill level mastery evidenced in the portfolio reviews.

Prior to the Completion of Internship

Preservice educators must pass the appropriate Subject Area Exam and sections of the General Knowledge Test (GKT) in order to receive a grade for the internship. It is recommended that this test is taken as close to the completion of the ELEM, ESE, or EECP prefix courses as possible. Nevada students must pass all appropriate sections of the Praxis II to complete the program. Those who do not fulfill these testing requirements prior to the end of the internship will receive an "Incomplete" for the internship until passing scores have been submitted. No letters of completion will be issued unless all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process.

College-Level Academic Skills Test or General Knowledge Test

Either the College-Level Academic Skills Test (CLAST) or General Knowledge Test (GKT) is a requirement for entrance into a state-approved teacher program. The General Knowledge Test is a requirement for completion of a teacher preparation program. CLAST scores passed before July 1, 2002, can be used for program completion. Any remaining sections must be taken through the General Knowledge Test.

Benchmark Management System

One intent of a state department of education (DOE) approved initial teacher preparation program is to admit students seeking a bachelor's degree with an education major as preservice teachers. The requirements of a state approved initial teacher preparation program provide learning opportunities for students to acquire and document mastery of the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles/Educator Accomplished Practices at the preprofessional level. Mastery of the INTASC Principles/Educator Accomplished Practices prepares preservice teachers not only for entry into the profession but also to be successful educators in their future classrooms for years to come. One method of documentation of the mastery of the INTASC Principles/Educator Accomplished Practices is through the use of a portfolio assessment system. At the undergraduate level at Nova Southeastern University, the portfolio assessment system is referred to as the Benchmark Management System.

Courses are to be taken in the required sequence and are identified in the four blocks or benchmarks. Each of the courses in a block or benchmark has at least one assignment identified as a critical task and is the evidence of skill acquisition/mastery of the specified INTASC Principles/Educator Accomplished Practice(s), Professional Competencies, Subject Area Competencies and ESOL Standards. The critical tasks/evidences are to be maintained in an individual preservice teacher Portfolio. Instructions for the design of the portfolio may be viewed at *www.nova.edu/~karpj/making_a_portfolio.htm*.

The portfolio is formally reviewed twice by a full-time faculty member and one time by the Director of Field Placement (or designee).

- The initial review occurs when a preservice teacher is registered for EDUC 4320 Classroom Management of Typical/Atypical Learners in a Multicultural Classroom. This review covers the competencies documented in critical tasks/evidences from Benchmark I and Benchmark II learning experiences.
- The second review occurs during the Group Internship Registration Meeting which is held at the middle of Benchmark IV. This review covers the competencies documented in critical tasks/evidences from Benchmark III and the first half of Benchmark IV learning experiences.
- The third review which serves as a final step toward degree conferral, occurs at the completion of EDUC 4570 Internship Seminar. This review covers the competencies documented in critical tasks/evidences from the last half of Benchmark IV and the internship learning experiences.

All critical tasks are evidences of acquisition/mastery of the INTASC Principles/Educator Accomplished Practices, et. al., and will be rated during a review session as "meets," "exceeds," or "does not meet" the intended expectations of the assignment with regard to skill acquisition or mastery of the identified skills at the specified level of competence at that point within the program. Results of the review are entered into the assessment management system whereby reports are pulled by administrators and full-time faculty of the undergraduate education program for specific review to ascertain if each preservice teacher is successfully progressing through the program in comparison to one's self, in comparison to the group, and in comparison to preservice teachers in the undergraduate initial teacher program at Nova Southeastern University.

Each assignment that has been identified in a course syllabus as a critical task/evidence, is rated by the instructor of the course through the use of a scoring rubric. Each critical task must receive a score of B- or higher to receive a rating of "meets" (B-, B, B+) or "exceeds" (A-, A) during a portfolio review session. Critical tasks with a score of C+ or lower indicate the work level does not meet or exceed the expected skill level for that point in time in the program and, as a result, remediation must occur.

It is the responsibility of the undergraduate state approved initial teacher preparation program to provide remediation opportunities as appropriate as skill acquisition is cumulative in order to achieve mastery. A preservice teacher will not be allowed to continue through the program or to achieve degree conferral status without successful remediation of any skills identified as an area of weakness either at the assignment/course level or at the critical task/evidence level during a portfolio

review. Remediation at the assignment/course level occurs under the leadership of the course instructor. Remediation at the critical task/evidence level occurs under the leadership of an assigned fulltime faculty member via email, compressed video, WebCT and/or phone contact.

An online component of each Benchmark (EDUC 3001, EDUC 3501, EDUC 4001, EDUC 4501) has been developed to serve as a resource to preservice teachers as they progress through the education major. Preservice teachers will be registered for this online component by their adviser or academic program manager each time the preservice teacher enters a new benchmark or block of courses. Preservice teachers are expected to log on to the online component one week before classes begin each semester in order to become aware of such important information as the dates, times and locations for the Joint Core Adjunct Faculty/Preservice Teacher Meetings held during the first eight weeks of the fall and winter semesters as attendance is mandatory for both preservice teachers and faculty. Other crucial information, such as instructions for designing the portfolio, how to write reflections, activities for developing professional behavior in a learning environment, portfolio review dates and Internship application deadlines will be available online as well. Preservice teachers will need to refer to this online benchmark component often as completion of prescriptive activities have deadlines. Successful completion of the prescriptive activities is part of the program completion requirements and is connected to degree conferral.

Degree Completion Requirements

Students graduating from a Florida state-approved education program must pass all parts of the Florida Teacher Certification Education Exam (FTCE) to complete the program. The FTCE is composed of the CLAST* or General Knowledge Test, the Professional Examination and the Subject Area Examination. The CLAST* (or Praxis I) or General Knowledge Test (GKT) is required for admission into the state-approved program. The preferred test required for admission into the state-approved program is the General Knowledge Test. The Professional Education Examination, Subject Area Examination, and General Knowledge Test are required to complete the program. The Professional Education Exam of the FTCE must be taken after all courses with an EDUC prefix or EDEC prefix for Prekindergarten/Primary Education majors (except for internship/seminar) have been completed. A passing score is required to receive internship placement.

The Subject Area Exam of the FTCE must be taken after all courses with an ELEM, ESED, or EECP prefix (except for ELEM 4560, or EECP 4560) have been completed. The Subject Area Exam of the FTCE, as well as the General Knowledge Test (as needed), should be taken during the internship experience. A passing score is required to receive a grade for the internship/seminar (EDUC 4570).

In addition to passing test scores, evidence of skill acquisition/mastery of the required national and state competencies must be reflected at the "meets" or "exceeds" level during each of the formal portfolio review sessions and must be documented at intervals throughout the program. Documentation of skill acquisition/mastery is a program completion requirement of a state approved initial teacher program. Remediation is required to strengthen any skills identified as an area of weakness during the portfolio review process. Remediation must be successful prior to advancement into the next level of program. A final review of skill acquisition/mastery and any needed remediation is part of the degree conferral process.

It is the student's responsibility to register for, and pass, the exams in a timely fashion. Placement for the internship (passing score on the Professional Education Examination and portfolio review results) or degree conferral (passing score on Subject Area Examination, General Knowledge Test and portfolio review results) will be postponed for any preservice teacher who lacks passing test scores and the required skill mastery. It is the responsibility of the Undergraduate Teacher Education Program to design appropriate activities needed for remediation and to require that passing scores on both the Professional Education and Subject Area Exams and documentation of skill mastery be on file prior to degree conferral.

Passing scores on all parts of the FTCE as a component of program completion is a state law in Florida; as such, this requirement cannot be waived. Documentation of successful mastery of required skill competencies as a program of degree completion is a state law in Florida; as such, this requirement cannot be waived. These requirements apply to every degree-seeking student in a state-approved program.

*Only CLAST scores passed before July 1, 2002, will be accepted for program completion. However, all areas of the GKT must be passed to meet the program completion requirements.

Course Load Policy

Students enrolled in the Undergraduate Teacher Education Program at NSU are full-time students if they are registered and complete 12 credits (four courses) per 16-week semester. If a student wishes to take 15 credits (five courses) per 16-week semester, they must consult with their academic program manager or Enrollment Services Representative to comply with the following requirements.

- Students must have successfully completed all communications and mathematics general education requirements.
- Students must provide passing scores on all parts of the GKT, CLAST, or the equivalent Praxis sections.
- Students must have a GPA of 3.5 or higher in the major.

A student may be allowed to take 15-18 credits during a 16-week semester, under the following circumstances:
- The previous criteria are met.
- The student is not employed full-time.

No education major, for any reason, will be permitted to take more than 18 credits during a 16-week term.

Registration Requirements

Due to the complexity of academic requirements for an education major in a state-approved initial teacher preparation program, registration cannot be accomplished online. Students who intend to be education majors must meet with their Enrollment Service Representative (ESR) to register for the upcoming term. This registration appointment ensures students enough time to regularly review curricular requirements with their ESR. Courses in the education major must be taken in sequence. All general education courses must be successfully completed prior to taking any educational courses in Benchmark II.

Students are encouraged to start the registration process for an upcoming term several months in advance to ensure enough time to meet with their ESR and prepare for the first class session. Each course in the education major has a pre-class assignment due during the first class meeting. First class assignments can be obtained at
http://www.schoolofed.nova.edu/undergraduate/syllabi. Preservice teachers are expected to have prepared properly for the first class session by having completed the pre-assignment. Attendance is mandatory for all class sessions. Lack of an appointment time with an ESR will not negate any late registration fees that may apply, nor will it negate the requirements of the pre-class assignment or attendance in class for the first session.

Clinical Experiences

Clinical experiences have long been recognized as a critical component of teacher preparation programs. Nova Southeastern University is committed to providing quality clinical experiences for all education majors as an integral part of preservice training. These experiences enable preservice educators to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching. Preservice educators learn from both their successes and mistakes when supported by caring teachers in a positive, nurturing environment.

Nova Southeastern University is committed to providing quality clinical experiences for all education majors as an integral part of preservice training. Underlying this commitment is the philosophy that clinical experiences provide a vital link between educational theory and practice. When a transfer of learning occurs from the university classroom to a real-life setting, the connection significantly contributes to the professional development of the preservice educator. Consequently, all participants are enriched by these experiences. All clinical experiences (in Florida) are required to be conducted in classrooms under the leadership of a cooperating teacher who has had the Clinical Educator Training and has demonstrated mastery of classroom management skills at the professional level as required by the Florida State Department of Education.

The Florida State Legislature has mandated that all education majors in college/university initial teacher preparation programs participate in a planned series of clinical experiences. Clinical experiences must begin early in the program and culminate with the final internship. During these experiences, preservice educators should be given the opportunity to demonstrate their understanding of the INTASC Principles/Educator Accomplished Practices and Subject Area Competencies. In addition, preservice educators must be provided with guidance and feedback in the clinical setting. In Florida, all clinical experiences are required to be conducted in classrooms under the leadership of a cooperating teacher who has had the Clinical Educator Training and has been identified by his/her principle as a "master teacher" of classroom management as required by the Florida State Department of Education.

All education courses in Nova Southeastern University's Undergraduate Teacher Education Program curriculum require a ten (10) hour clinical experience component at a minimum. The clinical experiences vary depending on the competencies and INTASC Principles/Educator Accomplished Practices required in the course. A supervised clinical experience occurs in Benchmarks II, III, and IV.

Internship

The internship experience is the final phase of the NSU Undergraduate Teacher Education Program. This 16-week course includes evening seminar meetings and 14 weeks of teaching in an area school. Students will be placed at a school site by the internship coordinator. Preservice teachers will gradually assume full responsibility for teaching the class to which they are assigned. The EDUC 4570 Internship/Seminar is offered each academic year in the fall and winter terms at all sites.

EDUC 4570 is a required 12-credit course for all education majors and must be completed at NSU. Since it is the terminal course for the degree, it cannot be transferred from another institution, nor can experience be substituted to satisfy this requirement.

The Florida Board of Education's Administrative Rule 6A-4.002 allows some full-time administrative or teaching experience to be substituted for some coursework, but it does not permit this experience in lieu of student teaching for purposes of initial certification. Substitute teaching or teacher-assistant positions are not considered full-time teaching and will not be considered for substitution of course work.

Internship Application

It is the preservice teacher's responsibility to complete and submit the internship application before the deadline.

Fall semester deadline - February 1
Winter semester deadline - July 1

After the application is received, the applicant's file is reviewed for completion of all requirements. Preservice teachers will receive a copy of a completed *Senior Audit* with a letter indicating their internship status (conditionally approved or denied). The internship coordinator develops a final list of student interns for that semester and supplies it to the Enrollment Services Representatives for registration at least one month before the internship start date. At that time, students will register for the EDUC 4570 Internship/Seminar in a Group Internship Registration meeting. During this meeting, portfolios will be formally reviewed for a second time.

Internship dates are published in the Farquhar College of Arts and Sciences class schedules. If a preservice teacher does not meet the above requirements, the internship application will be denied until all requirements are met.

Preservice teachers should refer to the *Internship Handbook* for a complete explanation of policies and procedures covering the internship program. All questions about the internship program should be directed to the Undergraduate Teacher Education Program at (954) 262-8422.

Who Qualifies for Internship
A preservice teacher is considered eligible for the internship if he/she has met the following criteria:

- Earned the appropriate credits (including all general education requirements, all program requirements, and all courses required for the major, except the internship)
- A minimum overall GPA of 2.5
- Passed all specified testing requirements (CBEST, CLAST, GKT, Praxis, Professional Education Examination)
- Provided appropriate documentation/evidence of skill acquisition/mastery of required program competencies as a result of the portfolio reviews

Las Vegas students must pass the Praxis I or CBEST at least one month before the start of the internship.

Master's Accelerated Program
Students who have a strong commitment to become qualified educators should consider the Master's Accelerated Program (M.A.P.). Available only on the main campus, this dual-admission program allows students to complete both a bachelor's and a master's degree in education in an accelerated format.

This rigorous and accelerated program is for day students. Students will complete all general education requirements prior to entering the M.A.P. program. After the general education requirements are completed the student will participate in four 16-week semesters at the undergraduate level, taking 12 to 18 credits per semester. The 12 to 18 credits taken per semester, plus the mandatory clinical experiences, require the students to be very flexible with their time, as courses can be scheduled Monday through Friday from 8:00 a.m. to 5:00 p.m., with some possible evening and weekend seminars. NSU arranges the clinical observation hours with local participating schools.

Students can choose from a bachelor's degree in either Prekindergarten/Primary Education (Age Three Through Grade Three), Elementary Education (K-6), or Exceptional Student Education (K-12). Students are clustered, by major, into a 15-student cohort that will begin and complete the bachelor's degree portion of the M.A.P. together. The cohort concept fosters a supportive, collegial learning environment for the students.

M.A.P. students who successfully complete the undergraduate coursework within their designated major are unconditionally eligible for admission to the graduate program of the Fischler School of Education and Human Services. While enrolled at the master's degree level, students are able to complete their final year of study in M.A.P. and meet the requirements for a master's degree in education. For financial aid information, the students should consult a financial aid counselor.

Individuals seeking entry into M.A.P. must be admitted to NSU's Professional and Liberal Studies Program. For more information, contact Rhonda Bob at (954) 262-7900 or rhondabl@nsu.nova.edu.

UTEP Programs of Study
The Fischler School of Education and Human Services UTEP offers the following academic programs:

Bachelor of Science degree with the following majors:
Education with a Concentration in Child Development
Elementary Education
Exceptional Student Education
Prekindergarten/Primary Education (Age Three through Grade Three)

Minor in Education with secondary content specializations in Biology, English, or History

Add-on Endorsement Areas in ESOL and Driver Education

B.S. in Education with a Concentration in Child Development (BSCD)

The Bachelor of Science in Education with a Concentration in Child Development program is aimed at providing professional preparation for those interested in working in a variety of capacities in the field of early childhood. The major emphasis of the Child Development program is in the early childhood years (Birth – Age Eight).

This program features child development courses offered through the Fischler School of Education and Human Services, general education courses offered through the Farquhar College of Arts and Sciences, and elective courses offered in collaboration with the Mailman Segal Institute (MSI).

BSCD Curriculum

Program Prerequisites

COMP	1000*	Basic Writing*	0
MATH	1000*	Essential Mathematics*	0

General Education Requirements

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1030 or higher	(students must take 2 math courses at level 1030 or higher)	6
TECH	1110	Technology in the Information Age	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Early Childhood Growth and Development	3
SPCH	1010	Public Communication	3
HIST	1030 or 1040	American History	3
Humanities		Elective	3
		General Education Subtotal	36 credits

Program Requirements

EDUC	3330	Integrating Instructional Technology in the Classroom	3
ESOL	2903	Cross Cultural Studies	3
ECA	203	Foundations of Early Care and Education	3
		Program Requirements Subtotal	9 credits

Major Requirements: Child Development (Birth – Age Eight)

Lower Division

ECA	205	Children with Special Needs (Birth through Age 8)	3
ECA	215	Creative Activities for Young Children	3
ECA	218	Child Observation, Record Keeping, and Assessment	3
ECA	241	Child Guidance	3
ECA	242	Foundations of Literacy Development	3
ECA	252	Managing Literacy Environments	3
ECA	267	Literacy Development in Multilingual Communities	3
ECA	285	Professional Behavior in Early Childhood	3
		Lower Division Subtotal	24 credits

Upper Division

ECDP	3321	Child Development: Prenatal, Infancy and Toddler Years (Birth – Age 3)	3
ECDP	3334	Child Development during the Preschool and Primary Age Years (Ages 4 – 8)	3
ECDP	3338	Diversity and Multiculturalism in Child Development	3
ECDP	3340	Psychosocial Development during the Preschool Years	3
ECDP	3345	Parent-Child Relationship during the Early Childhood Years	3
ECDP	3349	Fatherhood: Cross-Cultural Perspectives	3
EDEC	4320	Cultural Diversity and Family-Community Development	3
ECDP	4423	Issues in Child Abuse and Neglect	3
EECP	4330	Health, Nutrition, Safety and Physical Development in Early Childhood	3
ECDP	3500	Field-based Experiences in Child Development: Assessment I	0
ECDP	4100	Field-based Experiences in Child Development: Assessment II	0
ECDP	4500	Field-based Experiences in Child Development: Assessment III	0
ECDP	4990	Advanced Senior Year Seminar	3
		Upper Division Subtotal	30 credits

Emphasis	*Select one of the following areas of Emphasis*	
	Administration of Early Childhood Education**	12
	Child Development Associate**, ***	12
	Children with Special Needs	12
	Early Literacy	12
	Infant – Toddler Development**	12
	Emphasis Subtotal	12 credits
Electives	Electives Subtotal	6 credits
	Total Credits Required for Degree Completion	**120 credits**

* Prerequisites

** These courses are offered in collaboration with the Mailman Segal Institute.

*** The curriculum for the Child Development Associate (CDA) area of emphasis includes 9 credits of CDA coursework and 3 credits of coursework from one of the other areas of emphasis.

Elementary Education Major

The Elementary Education major prepares preservice teachers to teach children in a school setting, grades kindergarten through six (K-6). This program provides a firm foundation in liberal arts, professional knowledge, and subject area knowledge, preparing students to perform effectively, efficiently, and creatively in their future classrooms.

Elementary Education Curriculum – Florida

General Education Requirements

General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2380	Child and Adolescent Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

Program Requirements

SCI LAB			1
SPCH	1010		3
Earth/Space Science		Elective	3
HIST	1030 or 1040	(American)	3
MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Profession	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements

Preservice teachers in the state-approved program in the Elementary Education major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved program. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, 3501, 4001, and 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in the Classroom	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3

EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ELEM	3530	Methods of Teaching Social Studies in the Elementary School	3
ELEM	3540	Principles and Practices of Instruction and Assessment II	3
ELEM	3550	Methods of Teaching Science in the Elementary School	3
ESED	3561	Families, Professionals, and Exceptionality	3

EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED 4320		Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3 3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3

EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ELEM	4530	Integrating Art, Music, and Health Education Across the Curriculum	3
ELEM	4540	Reading Assessment I	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	4565	Second Language Learning: Theory, Method and Evaluation	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	**63 credits**

Open Electives		Open Elective Subtotal	9 credits
		Total Credits Required for Degree Completion	**121 credits**

Elementary Education Curriculum – Nevada

General Education Requirements

The degree requirements for Nevada students are the same degree requirements for all students seeking a bachelor of science degree in their majors with NSU except for specific differences required to meet licensure needs by the Nevada Department of Education. The following general education requirements are currently in effect. Please consult the undergraduate Division of Education for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
COMP	2000 or 2010 or 2020		3
MATH	1030	Intermediate Algebra	3
MATH	1040	College Algebra	3
LITR	2010 or 2011 or 2020 or 2030 or 2031		3
History			3
Natural & Physical Science			6
PSYC	2380	Child and Adolescent Development	3
Social & Behavioral Science Elective			3
		General Education Subtotal	30 credits

Program Requirements

Philosophy			3
Humanities			3
SPCH	1010	Public Communication	3
EDUC	1100	Exploration of the Education Professions	3
_____		Nevada School Law	2
		Program Requirements Subtotal	14 credits

Program Benchmarks and Major Requirements

Students in the major must also keep track of program benchmarks simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved programs. At these four benchmarks, students provide documentations showing completion of the program requirements. For specific requirements for each benchmark, see the courses descriptions for EDUC 3001, 3501, 4001, and 4501 or see your Enrollment Services Representative.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0

EDUC	3330	Integrating Instructional Technology in the Classroom	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ELEM	3530	Methods of Teaching Social Studies in the Elementary School	3
ELEM	3532	Science Curriculum for Elementary Education Majors	3
ELEM	3540	Principles and Practices of Instruction and Assessment II	3
ELEM	3550	Methods of Teaching Science in the Elementary School	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom	3
ELEM	4330	Mathematics Curriculum for Elementary Education Majors	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ELEM	4530	Integrating Art, Music, and Health Education across the Curriculum	3
ELEM	4540	Reading Assessment I	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	2903	Cross Cultural Studies	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	Curriculum and Materials Development	3
EDUC	4570	Internship/Seminar	12
		Program Benchmarks and Major Subtotal	69 credits
Open Electives		Open Elective Subtotal	7 credits
		Total Credits Required for Degree Completion	**120 credits**

Exceptional Student Education Major

The Exceptional Student Education major prepares preservice teachers to work with students with mildly handicapping conditions. The specialty prepares students to obtain state certification for teaching in grades kindergarten through twelve (K-12).

Exceptional Student Education Curriculum – Florida

General Education Requirements

General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2380	Child and Adolescent Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

Program Requirements

SCI LAB			1
SPCH	1010		3
Earth/Space Science Elective			3
HIST	1030 or 1040	(American)	3

MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Professions	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements

Preservice teachers in the state-approved program in the Exceptional Student Education major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved program. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, EDUC 3501, EDUC 4001, and EDUC 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in the Classroom	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ESED	3530	Educational Assessment of Exceptional Students	3
ESED	3540	Introduction to Language Development and Speech Disabilities	3
ESED	3550	Vocational/Functional Life Skills	3
ESED	3560	Education of the Mildly Handicapped	3
ESED	3561	Families, Professionals and Exceptionality	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ESED	4360	Educational Programming for the Emotionally Handicapped	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ESED	4530	Classroom Procedures for the Mentally Handicapped	3
ELEM	4540	Reading Assessment I	3
ESED	4550	Methods and Materials for Teaching SLD Learners	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	4565	Second Language Learning: Theory, Method, and Evaluation	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	72 credits
Open Electives		Open Elective Subtotal	3 credits
		Total Credits Required for Degree Completion	**124 credits**

Exceptional Student Education Curriculum – Nevada

General Education Requirements

The degree requirements for Nevada students are the same degree requirements for all students seeking a bachelor of science degree in their majors with NSU except for specific differences required to meet certification needs by the Nevada Department of Education. The following general education requirements are currently in effect. Please consult the undergraduate Division of Education for the latest information about specific program requirements in General Education.

COMP	1500	College Writing	3
COMP	2000 or 2010 or 2020		3
MATH	1030	Intermediate Algebra	3
MATH	1040	College Algebra	3
LITR	2010 or 2011 or 2020 or 2030 or 2031		3
History			3
Natural & Physical Science			6

PSYC	2380	Child and Adolescent Development	3
Social & Behavioral Science Elective			3
		General Education Subtotal	30 credits

<u>Program Requirements</u>

Philosophy			3
Humanities			3
SPCH	1010	Public Communication	3
EDUC	1100	Exploration of the Education Professions	3
_____		Nevada School Law	2
		Program Requirements Subtotal	14 credits

<u>Program Benchmarks and Major Requirements</u>

Students in the major must also keep track of program benchmarks simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved programs. At these four benchmarks, students provide documentations showing completion of the program requirements. For specific requirements for each benchmark, see the courses descriptions for EDUC 3001, 3501, 4001, and 4501 or see your Enrollment Services Representative.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in the Classroom	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ESED	3530	Educational Assessment of Exceptional Students	3
ESED	3540	Introduction to Language Development and Speech Disabilities	3
ESED	3550	Vocational/Functional Life Skills	3
ESED	3560	Education of the Mildly Handicapped	3
ESED	3561	Families, Professionals, and Exceptionality	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED 4320		Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ESED	4360	Educational Programming for the Emotionally Handicapped	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ESED	4530	Classroom Procedures for the Mentally Handicapped	3
ELEM	4540	Reading Assessment I	3
ESED	4550	Methods and Materials for Teaching SLD	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	2903	Cross Cultural Studies	3
EDUC	4570	Internship/Seminar	12
		Program Benchmarks and Major Subtotal	69 credits
<u>Open Electives</u>		Open Electives Subtotal	9 credits
		Total Credits Required for Degree Completion	**122 credits**

Prekindergarten/Primary Education (Age Three through Grade Three) Major

The Prekindergarten/Primary Education major combines theoretical components with practical application. Students in this degree program will have extensive clinical experiences in the community and in local schools (Prekindergarten/Primary, Age Three Through Grade Three). An emphasis is placed on the appropriate uses of technology. The program design incorporates all newly required competencies leading to certification in the state of Florida in the area of Prekindergarten/ Primary, Age Three to Grade Three. This major is a state-approved program of the Florida Department of Education.

Prekindergarten/Primary Education Curriculum

General Education Requirements

General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements or General Education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Early Childhood Growth and Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

Program Requirements

SCI LAB			1
SPCH	1010		3
Earth/Space Science		Elective	3
HIST	1030 or 1040	(American)	3
MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Professions	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements

Preservice teachers in the Prekindergarten/Primary Education (Age Three Through Grade Three) major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, 3501, 4001, and 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDEC	3320	Sociological Foundations of Early Childhood Education	3
EECP/EDUC 3330		Integrating Instructional Technology in the Classroom	3
EDEC	3350	Meeting the Special Needs of All Students	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDEC	3520	Developmentally Appropriate Integrated Curriculum and Practices	3
EDEC	3530	Diagnosis, Assessment, and Evaluation of Young Children	3
EECP	3540	Services and Delivery Systems	3
EECP	3550	Child Guidance and Classroom Management	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDEC	4320	Cultural Diversity and Family-Community Development	3
EECP	4330	Health, Nutrition, Safety, and Physical Development in Early Childhood	3
EECP	4340	Developmentally Appropriate Practices for Teaching Literacy and Language Arts in Early Childhood Education	3
EECP	4345	Principles and Practices of Reading and Language Arts Assessment in Early Childhood Education	3

EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
EECP	4520	Developmentally Appropriate Practices for Teaching Reading in Early Childhood	3
EECP	4530	Developmentally Appropriate Practices for the Integration of Creative Arts Across the Early Childhood Curriculum	3
EECP	4545	Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education	3
EECP	4550	Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood	3
EECP	4560	Integrating Literacy Throughout the Early Childhood Curriculum	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	ESOL Curriculum and Materials Development	3
ESOL	4904	Linguistics for ESOL Educators	3
ESOL	4905	Testing and Evaluation in ESOL	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	72 credits
		Total Credits Required for Degree Completion	**121 credits**

Education Minor

There is consistent growth nationally in the need for elementary level exceptional student education, and secondary level content area teachers. The Undergraduate Teacher Education Program offers a minor in education that will allow English, history, or life science majors who would like to teach in Grade 6-12 classrooms. The minor will give students a strong foundation in the teaching basics, necessary to be accepted into an alternative certification program and enter the teaching profession.

Students must have junior standing in order to enroll in these courses. In addition, the required 10 hours of clinical experiences for each course must be completed in an area middle or high school. Students will be required to complete any security clearance processes required by the local school district.

All students minoring in education will need to complete the following:

EDUC	3330	Integrating Instructional Technology in the Classroom	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
EDUC	4320	Classroom Management for Typical and Atypical Learner in Multicultural Classrooms	3
		Total Minor Area Credits	**18**

Students must maintain a minimum 2.5 Grade Point Average to be awarded the minor in Education.

Secondary Content Specialization

From a national perspective, many state departments of education have embraced a new approach to meeting teacher critical shortages at the middle and high school levels. Many state departments of education have begun awarding individuals certification who hold a degree with a major in a content area and a minor in education through alternative certification tracks. NSU offers a Secondary Content Specialization, designed to be paired with the education minor, for those individuals who wish to obtain a major in the content area and think they may wish to pursue teaching at some point in their future career.

The Secondary Content Specialization is comprised of a major in Biology [1], English [2], or History [3] with the following suggested electives:

HIST	1030	American History to 1865 or HIST 1040 American History Since 1865 [1,2,3]	3
PSYC	1020	Introduction to Psychology [1,2,3]	3
PSYC	2380	Child and Adolescent Development [1,2,3]	3
MATH	1040	Algebra for College Students [2,3]	3
MATH	1050	Concepts in Geometry and Logic [2,3]	3
MATH	1060	Concepts in Statistics and Probability [2,3]	3
PHYS	2160	Essentials of Earth and Space Science [1]	3
BIOL	1100	Concepts of Biology [2,3]	3
PHYS	1020	Concepts in Physical Science [2,3]	3
PHYS	1021	Concepts in Science Lab [2,3]	1

ESOL	2903	Cross Cultural Studies [1,2,3]	3
EDUC	1100	Exploration of the Education Profession [1,2,3]	3
SPCH	1010	Public Communication [1,2,3]	3
PHIL	____	Any PHIL course [2,3]	3
LITR	____	Any LITR course [1,3]	3
HIST	2010	History of Florida [3]	3
SOCL	1020	Introduction to Sociology [3]	3
GEOG	2050	Survey of Geography [3]	3
POLS	1010	American Government and Politics [3]	3
ECON	2010	Principles of Macroeconomics [3]	3
ESOL	4901	Methods of Teaching ESOL [2]	3
ESOL	4902	ESOL Curriculum and Materials Development [2]	3
ESOL	4904	Linguistics for ESOL Educators [2]	3
ESOL	4905	Testing and Evaluation in ESOL [2]	3
TECH	1110	Technology in Information Age [2,3]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3

English for Speakers of Other Languages (ESOL) K-12 Add-on Endorsement

The state-approved courses leading to ESOL endorsement enable educators to add additional coverage to their certification. This will allow them to teach students who are designated as being LEP (limited English proficient) and who are in ESOL programs.

For the endorsement, program participants must satisfactorily complete five state-prescribed courses, totaling 15 semester hours. Only the Florida State Department of Education, Office of Certification, grants the endorsement. While these five courses meet the endorsement requirements, NSU does not reflect an "endorsement" on the transcript, per se, as NSU does not award the endorsement, itself, for the Undergraduate Teacher Education Program.

Registration for these courses should follow the sequence denoted below:

ESOL	2903	Cross Cultural Studies	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	ESOL Curriculum and Materials Development	3
ESOL	4904	Linguistics for ESOL Educators	3
ESOL	4905	Testing and Evaluation in ESOL	3

All degree-seeking education majors are required by the State of Florida to take the 15-credit-hour ESOL endorsement as part of their bachelor's degree program or complete a Florida State Department of Education approved ESOL-infused initial teacher preparation program. The undergraduate majors of Elementary Education (K-6) and Exceptional Student Education (K-12) at Nova Southeastern University are approved ESOL-infused programs beginning with incoming students in January 2005.

Driver Education Add-on Endorsement

The Driver Education courses offered at Nova Southeastern University provide the competencies required to meet teacher certification for teaching high school students basic driver education using Florida Department of Education Driver Education outlined expectations. The series of three courses lead to an endorsement in Driver Education. Participants will review driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Teaching strategies to assist participants with classroom implementation will be used throughout the three courses in sequence. Sample teaching strategies and curriculum connections will also be included in the three courses.

EDUC	4910	Introduction to Driver's Education	3
EDUC	4911	Instructional Strategies and Methods for Teaching Advanced Driver Education	3
EDUC	4912	Administration and Supervision of Driver Education	3

General Undergraduate Information for UTEP students

The Fischler School of Education and Human Services (FSEHS) offers undergraduate programs in education through a cooperative agreement with NSU's Farquhar College of Arts and Sciences. Because undergraduate education majors may choose to take courses in other NSU schools or undergraduate divisions, the following information regarding various options available to undergraduate students is provided.

Directory

Fischler Office of Academic Affairs

Fischler School of Education and Human Services
Main Building, Suite 174
1750 NE 167 Street
North Miami Beach, FL 33162
Toll-free: 800-986-3223, ext. 8500
Telephone: (954) 262-8500

Barbara Packer, Ed.D., *Dean of Academic Affairs*
Jamie Manburg, Ed.D., *Associate Dean for Undergraduate Studies*

Farquhar Administrative Offices

Office of Academic Services
Nova Southeastern University
Parker Building, Suite 100
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8350
Fax: (954) 262-3819

Office of Admissions
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Room 200
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8000
Fax: (954) 262-3811
Email: ncsinfo@nsu.nova.edu

FCAS Office of the Dean
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Second Floor
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8408
Fax: (954) 262-3930

Office of New Student Services and Orientation
Nova Southeastern University
Parker Building, Room 131
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8050
Fax: (954) 262-3233
Email: orientation@nsu.nova.edu

Office of Operations
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Room 136
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8045
Email: saf@nsu.nova.edu

Farquhar Academic Divisions

Division of Humanities
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 380
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8200
Fax: (954) 262-3881

Division of Math, Science, and Tech.
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 300
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8300
Fax: (954) 262-3931

Division of Social and Behavioral Sciences
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Second Floor
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-7941
Fax: (954) 262-3760

Other NSU Undergraduate Programs

College of Allied Health and Nursing
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale-Davie, Florida 33328
Telephone: (954) 262-1101
Fax: (954) 262-2282
Email: cahinfo@nsu.nova.edu

H. Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University
Carl DeSantis Building
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-5000
Fax: (954) 262-3822
Email: info@huizenga.nova.edu

University-Wide Services

Department of Athletics
Nova Southeastern University
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8250
Fax: (954) 262-3926
Email: nsuathletics@nsu.nova.edu

Office of Residential Life and Housing
Nova Southeastern University
Leo Goodwin Sr. Residence Hall
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-7052
Fax: (954) 262-3812
Email: reslife@nsu.nova.edu

Office of Student Financial Assistance
Nova Southeastern University
Horvitz Administration Building
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-3380
Fax: (954) 262-3966
Email: finaid@nsu.nova.edu

Majors, Minors, Certificate Programs, and Specializations

This section lists all NSU undergraduate majors, minors, certificate programs, and specializations. For more information about declaring majors and minors, changing majors, and changing colleges, see *Academic Policies and Procedures.* For specific information about program requirements in the Farquhar College of Arts and Sciences, including major and minor descriptions, learning outcomes, and curricula, see *Degree Requirements.* For information about major and minor programs offered by other colleges, refer to the *Correspondence Directory* for appropriate contact information.

Students should note that not all majors are offered in all formats of study. Some majors are offered only through the Professional and Liberal Studies Program, while others are offered only through the Career Development Program. Students should check with individual colleges' academic divisions for details about program formats.

Undergraduate Majors (Organized by College)

Fischler School of Education and Human Services
Education with a Concentration in Child Development
Elementary Education
Exceptional Student Education
Prekindergarten/Primary Education

Farquhar College of Arts and Sciences

Applied Professional Studies	Criminal Justice	Marine Biology
Athletic Training	English	Paralegal Studies
Biology (premedical)	Environmental Science/Studies	Psychology
Communication Studies	History	Theatre
Computer Information Systems	Humanities	
Computer Science	Legal Studies	

H. Wayne Huizenga School of Business and Entrepreneurship

Accounting	Finance	Sport and Wellness Studies
Business Administration	Professional Management	

College of Allied Health and Nursing (Health Professions Division)

Health Science	Nursing

Undergraduate Minors (Organized by College)

Fischler School of Education and Human Services
Education

Farquhar College of Arts and Sciences

Applied Statistics	History	Physics
Chemistry	Humanities	Psychology
Communication Studies	Information Technology	Public Health
Computer Information Systems	International Law	Sociology
Counseling	Legal Studies	Spanish
Criminal Justice	Marine Biology	Speech Communication
English	Marine Ecology	Speech-Language Pathology
Family Studies	Marine Microbiology	Substance Abuse Studies
Folklore and Mythology	Mathematics	Theatre
Forensic Psychology	Media Studies	Writing
Gender Studies	Medical Humanities	
Global Studies	Paralegal Studies	

H. Wayne Huizenga School of Business and Entrepreneurship
Accounting
Banking and Finance
Business
Entrepreneurship
Hospitality Management
Human Resource Management
International Business
Leadership
Marketing

Formats for Study

Students choose an educational format that best fits their schedule, lifestyle, and career and family responsibilities. These formats include an on-campus day program and a program oriented toward students who work.

Professional and Liberal Studies Program (PALS)—Day Program

The Professional and Liberal Studies Program is a traditional on-campus day program geared toward recent high-school graduates that leads to either the bachelor of science or the bachelor of arts degree. PALS students study and work in major fields that prepare them to enter careers or continue with graduate studies. Students also take courses in the General Education Program that emphasize effective writing, communication, and critical analysis, as well as courses in the areas of the humanities (including literature, the arts, history, foreign language, and ethics); mathematics; natural and physical sciences; and social and behavioral sciences.

Career Development Program—Evening Program

The Career Development Program is designed for working and professional adults. Courses are offered in the evenings and on weekends on campus and at institutional, industrial, and other off-campus locations. Many students enrolled in the Career Development Program are employed and have families. They are a diverse population of individuals, often with considerable practical experience and the desire to play an active role in their education.

Off Campus and Online Program

In certain fields of study, NSU allows students to earn a bachelor's degree, complete a minor, or receive a certification via the Internet, regardless of where they are located in the world. Classes use asynchronous delivery, which means coursework can be completed at any time, anywhere. There are no required meetings. However, each course is conducted with weekly assignments and due dates. In the online environment, students must be self-disciplined and motivated to succeed. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources, and complete an online orientation.

General Education Program

The General Education Program is designed to foster critical skills by helping students develop the ability to solve problems, think analytically, and communicate clearly. The 30-credit hour program provides a common connection among all NSU undergraduates through a rigorous set of writing, mathematics, humanities, and social and physical science requirements. As a result of the General Education Program, students develop effective communication skills in speaking, listening, writing, reading, and critical interpretation. The program also helps students place ideas in their proper context and appreciate the role of different cultural traditions.

General Education Program Mission Statement

Incorporating dynamic resources and methods in various settings, the general education curriculum in the Farquhar College of Arts and Sciences at NSU provides opportunities for learners to emerge as thoughtful and responsible citizens prepared for a competitive global environment.

General Education Program Framework

All students are required to complete general education requirements. Students normally complete general education requirements by the end of their junior year through a series of courses in the areas of communication (including written communication and oral communication); mathematics; humanities (including literature, history, ethics, and general humanities); social and behavioral sciences; and natural and physical sciences.

Using General Education Credits for Major and Minor Requirements

Most courses may count toward both general education and major/minor requirements. Students should refer to their program curriculum or consult their Enrollment Services Representative to determine which courses serve both sets of requirements.

General Education Requirements

To fulfill general education requirements, students should select courses from each of the following sections. Refer to course descriptions for specific course prerequisites. Honors courses (with the HONR prefix) may be used to satisfy general education requirements of the appropriate general education section. Some majors have determined specific courses to be used to satisfy general education requirements. Students should consult their major program curriculum or contact their Enrollment Services Representative to determine their major's specific general education requirement list.

A. Composition: 6 credits	Six COMP credits above COMP 1000
B. Mathematics: 6 credits	Six MATH credits above MATH 1000
C. Humanities: 6 credits	Six credits in any courses with a prefix of ARTS, HIST, HUMN, LITR, PHIL, SPAN, or WRIT
D. Social and Behavioral Sciences: 6 credits	Six credits in any courses with a prefix of COMM, ECON, GEOG, GEST, GLBS, POLS, PSYC, or SOCL
E. Natural and Physical Sciences: 6 credits	Six credits in any courses with a prefix of BIOL, CHEM, ENVS, MBIO, or PHYS

General Education Total: 30 Credits

Undergraduate Honors Program

The Undergraduate Honors Program fosters intellectual community both within and across academic disciplines by offering special coursework, reading groups, and workshops to help students prepare for graduate school, advanced research, study abroad, and postbaccalaureate fellowships. The Undergraduate Honors Program is divided into general honors and divisional honors. Academically talented and motivated students are encouraged to apply to honors programs.

General Honors Program

The General Honors Program of intensive seminars and honors-level general education classes is designed for freshmen and sophomores. Entering students are invited to participate in the General Honors Program on the basis of prior academic performance. Approximately 10 percent of each year's entering student class is invited to participate. Admission to the university is a prerequisite for admission to the program. Participants are required to complete 15 credits of honors coursework during their freshman and sophomore years, including honors seminars and honors-level general education classes. All honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the General Honors Program will be recognized for their accomplishment.

Divisional Honors Program

The Divisional Honors Program of directed study, geared toward juniors and seniors, allows them to pursue independent research with faculty mentors. Students in the Divisional Honors Program work on an undergraduate research project under the direction of a faculty adviser. The program is open to juniors and seniors invited to participate according to criteria established by each academic program. Participation in the General Honors Program is not a prerequisite for the Divisional Honors Program. All honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the Divisional Honors Program will be recognized for their accomplishment.

Co-Curricular Honors Community

Students in the Co-Curricular Honors Community connect classroom experience with experiences outside the classroom, including study abroad, social activities, speakers' series, and campus events.

For more information about the Undergraduate Honors Program, contact the FCAS Office of the Dean at (954) 262-8408.

Dual Admission Programs

NSU offers dual admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. After students complete their undergraduate requirements they complete their graduate or professional school requirements at the Fischler School of Education and Human Services. Students who successfully meet all program requirements have a seat reserved in the NSU graduate or professional school they have chosen. In addition, some of the dual admission programs are combined programs that enable students to complete both the baccalaureate degree and the professional degree, often in a reduced period of time. Students can reduce the number of years as an undergraduate and receive the baccalaureate degree after completing a prescribed number of courses in professional school. These courses also count toward the graduate or professional degree.

Available Dual Admission Programs:

Accounting	International Business	Pharmacy
Audiology	Administration	Physical Therapy
Business Administration	Law	Physician Assistant
Computer Information Systems	Management	Psychology
Computer Science	Marine Biology	Public Administration
Conflict Analysis and Resolution	Mental Health Counseling	Speech-Language and
Dental Medicine	Nursing*	Communication Disorders
Education	Occupational Therapy	Taxation
Family Therapy	Optometry	
Human Resources Management	Osteopathic Medicine	

*The nursing undergraduate dual admission program leads to the Bachelor of Science degree.

Dual Admission Requirements

Final admission into the graduate or professional school is contingent on completing the prescribed undergraduate course of study; maintaining the requisite grades; achieving specific scores on professional school admission tests; and in some cases, a final interview with the graduate or professional school admissions committee. Undergraduate scholarships granted by the Farquhar College of Arts and Sciences do not carry over into graduate and professional programs.

For more information about dual admission programs, contact the Office of Admissions at (954) 262-8000 or at ncsinfo@nsu.nova.edu.

Study Abroad Programs

The Farquhar College of Arts and Sciences is committed to providing undergraduate students with study abroad opportunities, the flexibility to earn college credit and receive financial assistance for study abroad, and the support necessary for students to plan and realize their own, individual travel goals. For more information about study abroad, contact the Office of the Dean, (954) 262-8408.

Study Abroad Programs Sponsored by the Farquhar College of Arts and Sciences

The Farquhar College of Arts and Sciences offers organized study abroad programs that award course credits and may satisfy specific major requirements. Students may also choose to take advantage of organized study abroad programs without receiving credit. Sponsored programs include study abroad to England, the Great Barrier Reef, Peru, Ecuador, and the Galapagos Islands. In addition to these programs, the college organizes an annual photographic expedition, led by a faculty member, to explore in-depth the natural history and culture of one country. In past years, expeditions have traveled to Chile, China, Costa Rica, East Africa, Malaysia, and St. Lucia.

Study Abroad Programs Sponsored by Other Institutions

Students interested in a specific study abroad program offered through another university or institution should contact the FCAS Office of the Dean to discuss the program and the steps necessary for applying. The Office of the Dean can also help locate shared/sponsored programs to more than 150 countries, some that last three weeks to as long as one year.

Individually Designed Study Abroad Programs

Students may also design and receive credit for their own study abroad experiences. Students interested in designing their own program should contact the FCAS Office of the Dean to discuss a proposed trip's academic and travel details.

Additional Admissions Information and Counseling

Prospective students are strongly urged to talk with an admissions counselor, either in person or by phone, to talk about NSU and the application process:

Broward County—Main Campus program: (954) 262-8000
Miami-Dade County—Kendall Campus program: 800-986-3223, ext. 3400
Off-Campus programs: 800-338-4723, ext. 8500

Prospective students may send email to ncsinfo@nsu.nova.edu or access the Office of Admissions online at: *www.undergrad.nova.edu/admissions*.

Application Procedures—General

Prospective undergraduate students should speak with an admissions counselor (at main campus) or the Director for Program Development (at one of NSU's Off-site Student Educational Centers) in person or by telephone (see "Admissions Information and Counseling"). To apply, prospective students should send a completed application form and a $50 nonrefundable application fee to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Farquhar College of Arts and Sciences
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, Florida 33329-9905

Students may also apply online at *www.undergrad.nova.edu/admissions*.

Office of Admissions Review of Documentation

Students are provisionally admitted to an NSU undergraduate degree-seeking program based on a review of unofficial transcripts and/or fulfillment of program-specific admission requirements. However, full admission is contingent on receipt of final official documents and fulfillment of program-specific admission requirements within 90 calendar days from the start of the semester. Final, official transcripts show all courses completed and grades posted.

If final official documents and/or program-specific admission requirements are not received and fulfilled by that time, the student will not be allowed to continue attending class. Future registrations will not be processed until the student has been fully admitted as a degree-seeking student and all admission requirements have been satisfied and approved by the Office of Admissions/program office. In addition, the student will lose any financial aid that has already been awarded for the semester.

Dual Admission Program Applications

NSU offers dual admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. For information and a list of dual admission programs, see the "Dual Admission Programs" section in *Programs of Study*. Students interested in applying for dual admission programs should speak with an admissions counselor to determine eligibility.

Undergraduate Honors Program Applications
Students must complete a separate application for Undergraduate Honors Programs, available at
www.undergrad.nova.edu/honors/appinfo.cfm. For more information about honors programs, see "Undergraduate Honors Programs" in *Programs ♦ Study*.

Transfer Students
NSU welcomes undergraduate students who have earned college credits at other regionally accredited colleges and universities. NSU maintains articulation agreements with all Florida community colleges. Students transferring with an associate of arts degree (awarded in 1993 or later) from any of these institutions will be granted junior standing (for financial aid purposes) upon entering NSU. Additional articulation agreements exist with several independent two-year colleges. Because these agreements are periodically evaluated, students should contact an admissions counselor for information on current articulation agreements.

Students interested in transferring to NSU should contact an admissions counselor to discuss how prior college credits can be applied toward an NSU degree. Community college students should contact an admissions counselor as early as possible in their college career in order to choose associate's degree coursework that will be appropriate for transfer into their intended NSU bachelor's degree program.

Transfer credit evaluation will be completed by an Enrollment Services Representative by the end of the first semester of enrollment. Applicable credit will be transferred based on all final official transcripts received. Transfer students must provide final official transcripts from all previously attended colleges for transfer credit evaluation. Students will be advised to take courses based on the official evaluation in their file.

Special Student Status
Special (non-degree seeking) students may take up to 24 credit hours or enroll in a specialty program without being admitted to a degree program. The 24-credit limit does not apply to students who have already earned a baccalaureate degree. Special students should indicate their status on their application form and submit it with the application fee and a transcript from the last college attended, if applicable. Once the admissions process is complete, students may register for courses. Special students are not eligible for a degree unless they follow the regular admissions procedures for degree-seeking students. Additionally, special students are not eligible for financial aid.

Homeschooling
Nova Southeastern University welcomes undergraduate applicants who have been homeschooled for their secondary school education. Homeschooled applicants should provide SAT or ACT scores, and a GED score to demonstrate high-school equivalence. As with all candidates for admission, each applicant is considered on his or her individual merits and potential for academic success at NSU. Acceptance is not based on any one criterion, and in appropriate cases, requirements for documentation may vary or be modified.

Resident Aliens
Applicants who are resident aliens must provide proof of resident alien status at the time of application.

Suspensions
Applicants who are currently under suspension or who have been suspended or dismissed from another postsecondary institution are not eligible for admission to Nova Southeastern University. Applicants may appeal this policy and request a waiver by the admissions committee. That waiver may be granted only after a review of additional information. Students who are currently under suspension or who have been suspended or dismissed from NSU should refer to the "Academic Requirements and Progress" section for policy information.

Application Procedures—International Students
International students applying to NSU's main campus, or to any of the university's Florida Student Educational Centers, are required to obtain a student (F-1) visa or an exchange visitor (J-1) visa. Students are not permitted to study in the United States on a visitor (B-2) visa.

To apply, international students should send a completed application form and a $50 nonrefundable application fee to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Farquhar College of Arts and Sciences
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, Florida 33329-9905

Transcript Evaluation
International applicants must have the equivalent of a United States high school diploma. Applicants should submit all secondary school and college-level transcripts and certificates and provide official English-language translations for any transcripts that are not already in English. Credits earned at non-U.S. universities must be evaluated for equivalents by an outside agency (Joseph Silny & Associates or World Education Services). Applicants are responsible for all evaluation fees.

English Proficiency Requirements
Applicants must score at least 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) exam, at least 480 on the SAT verbal section, or at least 6.0 on the International English Language Testing System (IELTS) exam.

Financial Documents
International applicants must submit an original bank statement or original letter from a financial institution indicating ability to meet all costs of education without financial aid from NSU. The minimum amount is determined by a budget prepared by the NSU Office of Student Financial Assistance. A notarized letter from a sponsor is required if a public or private organization or an individual sponsors the student. The financial guarantee must include provisions for any dependents who will be residing with the student in the United States. Students should check with the Office of International Students for current minimum amounts at *www.nova.edu/cwis/registrar/isss*.

Medical Insurance
International students must purchase medical insurance (J-1 visas only). Students should contact the international student adviser for further information.

Acceptance Letters and Deposits
After NSU has received all of the above information and has granted admission, an acceptance letter will be sent by mail. The process of issuing the I-20 will begin upon receipt of a $200 tuition deposit. Requirements for international online students may differ. To receive a refund of their tuition deposit, international applicants must rescind their acceptance, in writing, by May 1 for August (fall) admission, by September 1 for January (winter) admission, and by January 1 for May (spring/summer) admission.

Earning Credit for Previous Experience and Training
NSU undergraduates may convert prior professional, military, and other life experiences into academic credit through four different mechanisms. All requests for prior learning credit must be initiated before students complete 24 credits at NSU. Credits earned through prior learning will be noted on transcripts after 12 credits are successfully earned at NSU.

General and Subject Testing—CLEP/DANTES/ACT-PEP/TECH 1110 Test-Out
Students may meet certain general education, major, and elective requirements in a variety of areas through objective tests in which they demonstrate specific subject knowledge. These tests include the College Board's College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) subject exams, ACT-PEP exams, and New York University language exams. Students who plan to take these exams as prerequisites for other courses must successfully complete the exams before registering for more advanced coursework. Students who enroll in courses that require TECH 1110 (Technology in the Information Age) as a prerequisite may satisfy the prerequisite by taking an exam that tests their computer knowledge. Students must contact their Enrollment Services Representative before taking any exam.

Nationally Accredited Trade and Technical School Portfolios
Students who have attended nationally accredited trade or technical schools may submit portfolios that describe learning experiences they believe should be applied for credit in their NSU program. The official review of school portfolios is conducted by the Office of Prior Learning Assessment, which will identify courses that may be applied to NSU programs through an examination of transcripts, previous course syllabi, students' autobiographies, written narratives describing previous classes, and other documents.

Full Portfolios (for course challenges)
Students who intend to challenge a specific college-level course must submit a full portfolio that presents their knowledge of the course topic. Full portfolios are evaluated by an appropriate faculty member. Students may earn a maximum of 25 percent of their credits through the full portfolio process. Full portfolios include, but are not limited to, course syllabi and descriptions; student resumes and autobiographies; written skill inventories that compare learning experiences with equivalent course subject matter; and other relevant documents, including certificates, training documents, and verification of employment. Before portfolios are submitted for faculty review, they are first evaluated by the Office of Prior Learning Assessment. Each course challenge requires a separate skill inventory and documentation set. Students are encouraged to initially attempt only one course challenge in order to learn expectations for successful portfolio review.

Standard Grants
The college has established a series of standard college credit grants for common, documented learning experiences. These experiences include certain training courses, military experiences, and pilot licensing, as well as health care industry training experiences, such as EMT and paramedic training and nursing education in training hospitals. Specific documentation is required for each standard grant. The number of credits awarded depends on the major program's transfer policies.

For more information about prior learning options, contact the Office of Prior Learning Assessment, at 954-262-8414 (800-338-4723 ext. 8414), or priorlearning@nsu.nova.edu.

Financial Information

Students should refer to the NSU Student Handbook for more information about tuition payment policies and health insurance requirements.

Explanation of Tuition Rates

Professional and Liberal Studies Program Tuition

All students in the Professional and Liberal Studies (PALS) Program enrolling in 12-18 credit hours per semester pay a flat-rate ($9075/term) tuition in the fall and winter semesters. Students will not be charged additional tuition for adding classes as long as they do not go above the 18-hour limit. Drops do not count in this total. Full-time students who process drops or withdrawals after the first two weeks of the semester will not receive any refunds, even for classes that begin during the second half of the semester.

Part-time PALS students (1-11 credits) will be charged on a per-credit basis ($605/credit). Students who initially register for 1-11 credits, then add credits that increase their course load to 12-18 credits, will be charged the full flat-rate tuition. Full-time students dropping below 12 credits during the first two weeks of the semester will be considered part-time students and will have their tuition recalculated on a per-credit basis. These students will also be considered part-time students for the purposes of financial aid and scholarship awards.

PALS tuition during summer terms is charged per credit regardless of the number of enrolled credits.

Career Development Tuition

Students in the Career Development Program pay tuition per credit hour ($475/credit). Rates vary depending on location of classes: on campus, off campus, or online.

Tuition Payment Options

Students should refer to the NSU Student Handbook for tuition payment policies and options. To explore all options, students should go to the NSU Bursar's Office Web site: *www.nova.edu/cwis/bursar/payment.html*.

Net.Pay Tuition Payment Plan

Students may pay annual expenses in ten interest-free installments. There is a non-refundable $55 application fee. Payments can be made by check, money order, direct debit, or credit card.

Employer Tuition Reimbursement Programs

Students eligible for employer-sponsored tuition reimbursement benefits may defer tuition payment until five weeks after the end of each course. However, at the time of registration, students must submit postdated checks or credit card authorizations (for processing five weeks after the end of the course) and furnish a statement of eligibility from the employer. There is a $50 per-semester fee for this option; this fee and other charges (excluding tuition) must be paid at the time of registration.

Three-Month Installment Plan

Students may elect to pay their tuition in three installments. Fifty percent of tuition, plus all fees (including a $50 fee for this option), is due at the time of registration; 25% is due 60 days after registration; and the remaining 25% is due 90 days after registration. Postdated checks or credit card authorizations for the two later payments must be provided at the time of registration. Full-time students who are receiving financial aid may also elect the three-month installment plan to pay any remaining tuition balance due to the university.

Tutoring Services

The Office of Academic Services provides free tutoring, workshops, and professional guidance. Tutoring is available in writing, mathematics, science, and technology courses, as well as for helping students develop general study skills and prepare for CLAST and other examinations. Tutoring is conducted on an individual basis or may be arranged for groups of students who require the same level and type of assistance. Depending on the subject area, tutoring may also be provided by peer students who have excelled in specific academic subjects. Tutoring is not available for NSU placement tests or CLEP examinations.

The goal of tutoring is to help students become independent learners. Students are expected to come to tutoring sessions prepared to work by having attended class and attempted homework assignments or completed drafts of papers. On-campus tutoring resources available from the Office of Academic Services' main location in Parker Building Suite 100 include supplemental videos and software for most math courses that may be checked out or used on site. The Parker Building computer lab offers computer tutorials for mathematics, grammar, and composition skills. Students may also use the lab for researching and writing papers.

Writing tutors assist students in the various stages of the writing process, including brainstorming, planning, organizing, and revising. In addition, writing tutors help students work on grammar and sentence structure. Although tutors do not edit papers, they will assist students in learning how to improve their papers and become better editors and proofreaders.

For more information about tutoring services, including online resources for students whose schedules prevent regular campus or site visits, call 954-262-8350 (1-800-338-4723, ext. 8350) or go to *www.undergrad.nova.edu/academicservices*.

New Student Services and Orientation

The Office of New Student Services and Orientation is a resource center for entering and first-year undergraduate students and their families. The office coordinates all orientation programs for new undergraduate students on main campus. Students attending classes at one of the university's off-campus student educational centers should contact their center for orientation programs. Online students participate in an online orientation. Information is available at *www.undergrad.nova.edu/orientation*. New Student Services and Orientation is located on the first floor of the Parker Building. Call (954) 262-8093 or (954) 262-8050.

Technical Help

NSU's Office of Information Technologies Online Computing Help Desk provides telephone and email support to NSU students, faculty, and staff. Support services include assistance with connecting to NSU's online computing systems; navigating through WebCT systems; resolving Personal Identification Number (PIN) issues; supporting wireless computing on campus; and configuring various software programs such as Microsoft Outlook, Netscape Navigator, and Internet Explorer. Contact the Help Desk at (954) 262-4357 (800-541-6682 ext. 4357) or help@nsu.nova.edu.

Academic Requirements and Progress

To remain in good academic standing, students must maintain the required minimum grade point average (GPA) or higher on all credits attempted. Students receiving financial aid should also refer to the Office of Student Financial Assistance for information about minimum GPA requirements for financial aid programs. Some scholarship opportunities listed in Undergraduate Scholarships and Grants may also have minimum GPA requirements.

Minimum Requirements (GPA)

1-29 credits: 1.70 GPA	30-59 credits: 1.85 GPA	60 + credits: 2.00 GPA

Minimum Graduation Requirements

All degree-seeking students must be matriculated and complete the minimum credits as designated by their chosen major. The following conditions are also required:

1. Admission as a degree-seeking candidate in one of the majors
2. Completion of General Education Program requirements
3. Completion of at least 120 credits, including major, minor, specialization, concentration, elective, and general education coursework
4. Attainment of a minimum 2.5 cumulative grade point average
5. Attainment of a minimum 2.5 grade point average in the major area
6. Attainment of a minimum 2.25 grade point average in minors, if selected or required by program
7. Completion, at NSU, of at least 30 credits (not including CLEP, proficiency examinations, or prior experiential learning credits)
8. Completion of at least 50 percent of the credits in the major area and minor at NSU (not including CLEP, proficiency examinations, or prior experiential learning credits)
9. Submission of a degree application and payment of the diploma fee before completing registration for the last semester
10. Fulfillment of all obligations to the library, the student's program, and the Bursar's Office

Review of Academic Progress

At the end of each semester, FSEHS reviews student academic progress. Students whose grade point averages (GPA) fall below minimum GPA requirements will receive notification that they have been placed in one of the categories of academic progress listed below. All of these categories will become permanently recorded on official student transcripts.

Academic Warning: Students whose cumulative GPA falls below 2.0.

Academic Probation: Students who have completed at least 12 credits for which they have received grades of A through F and who fall below the minimum GPA (see "Minimum Requirements (GPA)").

Continued Probation: Students who, in successive semesters of enrollment after being placed on academic probation, earn a minimally acceptable GPA but whose cumulative GPA for all semesters falls below the minimum grade point average requirement.

Off Probation: Students who achieve the minimum cumulative GPA.

Suspension: Students on academic probation or continued probation who fail to earn a minimally acceptable GPA in the next semester of enrollment. Length of suspension is two semesters. Students must appeal for readmission at least one month before the requested date of readmittance. Students who are permitted to reenroll after serving suspension are readmitted under continuing probation. While serving on suspension, students may not make progress in their NSU degree programs. Credits earned at other institutions during suspension will not be transferred to NSU.

Dismissal Following Suspension: Students who were previously suspended and readmitted will be dismissed if they fail to meet a minimally acceptable GPA (see "Minimum Requirements"). Students in this category may not reapply for admission.

Notification and Appeals

A student placed on suspension or dismissed will be sent a letter to his/her mailing address. The student will have until the deadline specified in the dismissal or suspension letter to appeal to the Academic Progress Committee. The committee includes faculty members from each academic division, a representative Enrollment Services Representative, and a representative from the Office of Academic Services. The committee reviews appeals for suspension and dismissal. Notification of decisions will be sent to the address given in the appeal letter. For more information, the student may contact an Enrollment Services Representative or the assistant director for student services in the Office of the Dean.

Academic Requirements—New Students

Students are expected to demonstrate skills appropriate for college-level work.

Professional and Liberal Studies Program

All Professional and Liberal Studies students are encouraged to take appropriate written communication and mathematics courses during their first semester of enrollment at NSU. Students are placed in these courses based on standardized (SAT, ACT, or TOEFL) test scores or prior college credit. Students without college-level English and/or math will be automatically placed into COMP 1000 and/or MATH 1000 courses. Students may also take challenge exams to place out of these courses. Each challenge exam may be taken only once. For specific challenge exam procedures and practice exams, students should contact the Academic Services Testing Office. Tutoring in mathematics and writing is available through Academic Services. While a student is acquiring these skills, his or her enrollment is limited to courses approved by an adviser, generally at the 1000 and 2000 levels.

Career Development Program

Students who enter the Career Development Program without transfer credits in English and/or mathematics must enroll in COMP 1000 and/or MATH 1000. Students may take challenge exams in written communication and/or mathematics to determine eligibility for the college-level courses listed in the general education requirements.

Transfer Students

All new transfer students must demonstrate college-level skills in writing and mathematics. Transfer students can do this by presenting transcripts from previous institutions indicating comparable courses taken. Students must have earned a C or higher in comparable courses. Alternatively, transfer students may take the required developmental courses in writing and mathematics or take challenge exams to place out of them.

Academic Requirements—Writing Across the Curriculum

Each undergraduate course must include written assignments that make up at least one third of the final course grade. Each course must contain at least eight pages (approximately 2,000 words) of writing with faculty members providing feedback. At least one third of these writing assignments should occur in class. Written assignments can include (but are not limited to) essays, summaries, memos, lesson plans, research papers, abstracts, literature reviews, case analyses, reaction papers, journal entries, lab reports, project proposals, progress reports, case studies, and project reviews.

Auditing a Course

Students may register to audit courses. Registration as "audit" must be done prior to the first class meeting. No academic credit is awarded for audited courses. Students may attend all classes but are not required to take examinations and a grade of AU is awarded at the time of registration. Once a student has registered for an audit, the registration may not be changed back to one in the normal grading system. An audited course may be included in the flat-rate tuition, provided the total number of credit hours, including credits assigned to audited courses, does not exceed 18. Otherwise, tuition will be charged at the prevailing, per-credit-hour rate.

Course Credits—Application toward Multiple Requirements

Courses taken to fulfill major, minor, certificate, general education, and other program requirements may generally be applied to other program requirements. For example, courses used to satisfy major requirements may also be used to satisfy general education requirements. However, some programs have specific exceptions to this general policy. Students should consult their Enrollment Services Representative or division to determine specific policies about application of course credit.

Course Delivery

Classes are scheduled at a variety of times and locations to best meet student schedules and course demand. Classes may be on-campus, off-campus, day or evening, online, and through independent study. Students should review registration choices with their Enrollment Services Representative.

Day

Day classes are intended primarily for students in the Professional and Liberal Studies Program (PALS).

Evening
Evening classes are intended primarily for students in the Career Development Program, although PALS students may also register for evening classes. To ensure that students obtain the maximum benefit from the Career Development Program's accelerated format, most of the evening courses offered require that first class assignments be completed before the first class meeting. These assignments are posted on the College's web-based Course Wizard at *www.undergrad.nova.edu/coursewizard/schedule.cfm*.

Online
Web-based courses are available to all active NSU students. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources. Students are required to participate in an online orientation before the start of each course.

Online Components of Ground-based Courses
Ground-based classes may also include some online instruction in addition to regular classroom instruction. Although most instruction will take place in campus or site classrooms, some assignments may be administered through Internet-based sites associated with class textbooks or through WebCT, the university's online course management system. Instructors will explain specific requirements for participation in online components and may include information in the course syllabus or first class assignment posted on Course Wizard.

Independent Study
Independent study provides qualified students with an opportunity to research a question of interest under faculty supervision. Students interested in independent study should contact their Enrollment Services Representative and consult with a faculty member to draw up a contract outlining student responsibilities. The student, the instructor, and the division's academic director must sign the contract. Regular tuition schedules and rates apply to independent study.

Course Evaluations
Course evaluations facilitate the collection of feedback from students about their classes — how they feel about course content, instructors' effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online at *www.undergrad.nova.edu/currentstudents*. Students must have an NSU email account to access the course evaluation Web site. Beginning two weeks before a class ends, students have a seven-day period to access and complete their course evaluations.

Declaring and Changing Majors, Minors, Programs, and Colleges

Declaring and Changing Majors
Undergraduate students study and work in major fields that prepare them to enter careers or continue formal education in graduate and professional school. Most students who enroll in the Farquhar College of Arts and Sciences select a major program during the admissions process; those who do not are considered "deciding." Deciding students and students who wish to change their originally declared major should contact their Enrollment Services Representative.

Declaring and Conferral of Minors
In addition to earning minors in their own college, students in the Farquhar College of Arts and Sciences may also earn minors in other NSU colleges. Most courses taken to fulfill general education and major requirements may also be used to satisfy minor requirements. Minors are conferred to students after all minor requirements have been met. To have minors approved and conferred, students must fill out request for minor forms available from their Enrollment Services Representative once coursework for the minor is complete. Minors will be noted on transcripts.

Changing Program Formats
Students who wish to change degree programs (e.g., Career Development Program to Professional and Liberal Studies Program, non-degree seeking to degree seeking, or from a campus-based to an online program) should contact their Enrollment Services Representative. Transfer credit and scholarships awarded may not be applicable in all programs. Admissions requirements, degree requirements, tuition, and policies may differ.

Changing Colleges within NSU
Students who wish to transfer from the Farquhar College of Arts and Sciences to an undergraduate program in another NSU college or school should contact their Enrollment Services Representative for more information about the transfer process.

Degree Programs—Double Majors
Students may graduate with double majors subject to the availability of courses, based on academic division schedules. Students who wish to declare a second major must inform their Enrollment Services Representative.

Degree Programs—Second Bachelor's Degree

Individuals who already hold a bachelor's degree from an accredited institution, including NSU, may earn a second bachelor's degree from NSU by completing a minimum of 30 approved credits in a particular major at NSU. At least 50 percent of all credits required in the selected major must be taken at NSU.

Enrollment at Other Universities

After students enroll at NSU, they may not take courses at other colleges or universities for the purpose of earning an NSU degree without specific, written approval from their academic division. Written approval must be obtained before registering for a non-NSU course. Only under unusual circumstances will permission be granted.

Students enrolled in the Professional and Liberal Studies Program may be permitted, with prior approval, to take courses during the summer months at a regionally accredited institution outside of South Florida. These courses may be used for elective credit or general education course credit. Students may take up to 10% of the credits needed to complete NSU degree requirements. However, students must meet NSU's residency requirements. To request permission to take courses at other institutions, students must submit a *Concurrent/Interim Enrollment Application*, which can be obtained from their academic program manager/adviser and must provide catalog descriptions of these courses to their adviser before enrollment.

Grading System

Instructors assign grades based on criteria established in course syllabi.

Grade Points

A Excellent 4.0	C+ 2.3	F Failure 0.0
A- 3.7	C Satisfactory 2.0	W Withdrawn Without Penalty
B+ 3.3	C- 1.7	I Incomplete
B Good 3.0	D+ 1.3	P Pass
B- 2.7	D Marginal 1.0	AU Audit

Grade Point Average and Quality Points

A student's academic standing for a specific semester is his or her grade point average (GPA). Quality points determine the GPA and are calculated by multiplying the numerical value of a letter grade (points) by the number of credits assigned to a course. The GPA is calculated by dividing the total quality points earned in a semester by the total credits attempted in the semester. The student's overall academic standing is determined by the cumulative grade point average (CGPA). The CGPA is calculated by dividing the total quality points earned by the total credits attempted. These calculations use NSU coursework only.

Grade Reports

Student grades are disseminated via the online WebSTAR Student Information System at *www.webstar.nova.edu*. Legal provisions prohibit the release of personally identifiable information to anyone other than legally authorized persons. Students are permitted to inspect, review, and challenge such information as provided by law.

Dean's List

Full-time students who earn a GPA of 3.5 or higher in the fall or winter semester(s) qualify for the Dean's List. Dean's List letters will be mailed to the students and a Dean's List comment will appear on their official transcript. Students with grades of I (incomplete) are not eligible for the Dean's List for that semester.

Incomplete

An incomplete (I) is awarded only in unusual circumstances. An incomplete may be given only when a student has satisfactorily completed the majority of the work in a course and when all remaining requirements can be completed within an agreed upon amount of time following the end of the course. In no event may such time exceed 16 weeks. If the student does not complete the coursework within the agreed upon time period, the incomplete automatically changes to the grade earned based on the work accepted by the instructor to date. A grade of zero will be factored in for any missing work. A student who is absent at the final examination without prior approval is normally not eligible to receive an incomplete.

Incompletes will be awarded before the end of the course upon the satisfaction of the following conditions:

(a) the student has made a request of the instructor
(b) the student, the instructor, and the academic director have signed the contract for removal of an incomplete grade or agreed on its conditions via email

Optional Pass/Fail

Students in good academic standing may register for two electives outside their major, minor, or certificate program on a pass/fail basis. A pass/fail registration will not convert back to a normal registration (i.e., cannot be counted in the GPA). A failing grade will be reflected in the student's GPA.

Graduation—Degrees, Diplomas, and Commencement

Degree Conferral
Students are eligible for graduation when they meet the requirements listed in the Student Catalog in effect when they entered the university. Degrees are conferred once per month, by the university's Board of Trustees once students have met all the criteria for graduation have been met. Once degrees have been conferred, transcripts showing the awarding of the degree are sent to students, and diplomas are printed and sent to students by mail.

Diplomas
The diploma indicates that the student has earned a degree (for example, bachelor of arts degree or bachelor of science degree). The diploma does not indicate major. The academic transcript, the official record of work at NSU, indicates degree earned, major field of study, and minor, if any.

Graduation with Distinction
A student eligible for graduation with a cumulative grade point average of 3.8 or higher who has completed at least 54 credits at NSU will receive the degree with distinction. There are no special ceremonies at Commencement for students graduating with distinction. However, a notation will be added to the student's diploma and official transcript.

Commencement
Commencement is held in May. It is not necessary for students to attend Commencement to have their degrees conferred. Degrees are conferred once per month, throughout the year.

Interruption of Studies
If there is an interruption in studies (one calendar year from the end of the last semester enrolled), the student must abide by the student catalog in effect upon return, or to requirements approved by the student's academic program director.

Registration
Open Registration
Each semester at NSU consists of two sessions but only one open registration period (see academic calendar for dates). Open registration ends ten calendar days before the start of a semester. During open registration students should meet with their Enrollment Services Representative to review class schedules. Timely registration ensures availability of seats in required classes, reduces the risk of financial aid problems, and decreases demand for last-minute advising appointments.

Late Registration
Open registration ends ten calendar days before the start of the semester. Students who initially register for semester classes after the open registration period are considered to be registering during late registration and must pay a late registration fee. The late registration fee applies to all courses and all terms within the semester. However, it does not apply to schedule adjustment (drop/add) changes during each term's drop/add period. The late registration fee will be waived for students newly enrolled that semester. Dropping courses does not result in a refund of late fees. Special permission from the academic division is required for any registration after the start of the term. Students who register late for classes are responsible for all course requirements.

Dropping Courses Prior to the Semester
Students who intend to drop all of their courses for an upcoming semester may not process the full drop through WebSTAR. They must meet with their Enrollment Services Representative to process the full drop.

Drop/Add Period
The first two weeks of each term are the drop/add period. During the first week, students may drop one course and add another course in its place. Students who add classes after they have started are responsible for all course requirements. During the second week, students may only drop classes (courses cannot be added after week 1). Students who intend to drop all courses for a semester must meet with their Enrollment Services Representative to process the full drop. For refund policies related to courses dropped, students should refer to the FCAS catalog "Tuition Refund Policies" section in *Financial Information*.

Student Athlete Eligibility
To retain student athlete eligibility, student athletes are required to carry at least 15 credits each semester. For further information, athletes should consult the *Student Athlete Handbook* available from the Department of Athletics.

Closed Classes
Enrollment capacity for each class is carefully determined to reflect the physical limitations of the classroom or lab as well as the subject's most effective learning and teaching environment. Once a class has been filled and closed to further registration, students should meet with their Enrollment Services Representative for help adjusting schedules and choosing alternative classes that meet degree program requirements.

Students may appeal to register for closed classes under exceptional circumstances. Student appeals must be made in writing to the academic director of the division (via the student's Enrollment Services Representative) in which the course is offered. Appeals should not be directed to course instructors. Academic directors review appeals and may consult instructors when considering such requests. All appeals must explain why no alternative will support the student's degree requirements,

explain why the student was unable to register for the class when space was available, and include a written endorsement from an Enrollment Services Representative (e.g., by email).

Appeals will only be considered up to the date of the first class meeting. If a student appeal is granted, the academic director will authorize the student's Enrollment Services Representative in writing (e.g., by email) to register the student. However, the registration must be processed within 24 hours of the director's notification. If the registration is not processed within that time period, the authorization is removed and the student's space in the closed class may be released to another student.

Repeated Courses
Subject to availability, students may repeat a course to improve the grade in that course, but credit toward graduation will be granted only once. All enrollments and grades will remain on the transcript and will have a notation that the course has been repeated. If students repeat a course, the highest grade will be counted in the student's GPA. After the course has ended, students must complete a repeated course form available from their Enrollment Services Representative.

Fischler School of Education and Human Services

Master's Programs

Master of Arts in Teaching and Learning (MATL)

The Master of Arts in Teaching and Learning (MATL) has been developed by the Fischler School of Education and Human Services (FSEHS) and LessonLab/Skylight Professional Development (a division of Pearson Education) to meet the needs of classroom practitioners by linking theory to best practices in the classroom. Coursework is structured within the context of three essential areas that impact today's classroom teachers: instruction, curriculum, and professional development. Through interaction with faculty members who are committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of classroom teaching and learning. Because this program is a collaborative effort with Pearson Education, the MATL program may have alternate term and registration dates; MATL students should contact their adviser for accurate information. Graduates of the MATL program will earn a Master of Arts in Teaching and Learning. **The MATL program is not designed to lead to certification or licensure.**

Program Goals/Learning Outcomes

While the MATL program is not intended as actual preparation for National Board for Professional Teaching Standards (NBPTS) certification, the program is designed to address the five NBPTS core propositions of accomplished teaching. These include the following:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically abut their practice and learn from experience.
- Teachers are members of learning communities.

The MATL program seeks to address the core propositions of the NBPTS through the following:

1. Integration of problem-based inquiry learning in every instructional course
2. Content-rich videotapes and CDs featuring leading experts and researchers in the field, authentic classroom sequences and demonstrations that translate theory into practice, and case study analysis coupled with discussion of key issues and dilemmas surrounding the case study
3. Interaction with program mentors, academic specialists, and colleagues
4. Integration of professional portfolios and action research

Instructional Delivery System

MATL coursework is delivered in an online format using the WebCT platform. New sections are offered four times a year during a 10-week fall, winter, and spring term and an eight-week summer session. Students are placed in cohort groupings during their first block (course) and complete five sequential 6-credit blocks with the same cohort for a total of 30 credits.

Transfer of Credit

The MATL program does not accept any transfer credits. All credits toward the degree must be earned while enrolled in the MATL program.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Program Completion Timeline

Students typically complete the formal instructional portion of the program in 14 months of study, however, students are allowed up to five years in which to complete all degree and program requirements. The beginning of the five-year timeline for degree or program completion is the first term during which any courses that are applied toward degree completion are taken. Students must maintain employment as practicing teachers while enrolled in this program. Students must complete an action research project and a professional portfolio within 60 days after the completion of their last block of courses. Students who are unable to complete all degree or program requirements within the time allotted are subject to dismissal from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework, (b) apply for degree conferral, (c) maintain an overall 3.0 GPA, (d) complete an action research project and professional portfolio, and (e) meet all financial obligations to the university.

Capstone

MATL students are required to complete an action research project and a professional portfolio. Please see course descriptions and syllabi for additional information.

Program of Study

The MATL program offers a Master of Arts in Teaching and Learning with a specialization in one of the following areas: (a) Curriculum and Instruction, (b) Elementary Reading, (c) Elementary Math, and (d) K-12 Technology Integration. Below are sample programs of study for each of the specialization areas. The programs of study do not necessarily reflect the recommended course sequence. Programs of study are subject to change.

Curriculum and Instruction Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
EDUC	630	Action Research in Practice*	6
EDUC	640	Cognitive Curriculum	6
EDUC	650	Instructional Modes and Technology	6
		Total Credits Required for Degree Completion	**30**

Elementary Reading Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	660	Reading Foundations and Instructional Interventions	6
EDUC	661	Action Research in Practice—Reading*	6
EDUC	662	Language, Learning, and Technology Across the Curriculum	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
		Total Credits Required for Degree Completion	**30**

Elementary Math Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	670	Teaching and Assessing Math through Technology	6
EDUC	671	Action Research in Practice—Math*	6
EDUC	672	Best Practices for Teaching Math Across the Curriculum	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
		Total Credits Required for Degree Completion	**30**

K-12 Technology Integration Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	680	Computer Applications and Technology Across the Curriculum	6
EDUC	681	Action Research in Practice—Technology*	6
EDUC	682	Orchestrating Your Classroom with Technology	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
		Total Credits Required for Degree Completion	**30**

Master of Science in Education Programs

The Fischler School of Education and Human Services offers the following Master of Science in Education programs:

Master of Science in Education with a Specialization in Brain Research (BrainSMART® Learning and Teaching)

Graduate Teacher Education Program (GTEP) – Master of Science in Education with Specializations in:

Charter School Education/Leadership
Cognitive and Behavioral Disabilities
Computer Science Education
Early Literacy Education
Educational Leadership
Educational Media
Elementary Education
English Education
Exceptional Student Education
Gifted Education
High Scope/Early Childhood Education
Interdisciplinary Arts

Management and Administration of Educational Programs
Mathematics
Multicultural Early Intervention
Prekindergarten and Primary Education
Preschool Education
Reading Education
Science Education
Secondary Education
Spanish Language Education
Teaching and Learning
Teaching English to Speakers of Other Languages (TESOL)
Urban Education

National Graduate Teacher Education Online (NGTE) Program – Master of Science in Education with Specializations in:

Curriculum, Instruction, and Technology
Education: Teaching and Learning
Educational Technology
Environmental Education
Social Studies Education ♦

Master of Science in Education with a Specialization in Brain Research (BrainSMART® Learning and Teaching)

The BrainSMART® Learning and Teaching (BSL) program is a distance education degree program designed for educators who want to earn their master's degree, gain powerful knowledge, and learn cutting-edge skills without leaving their homes and classrooms. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, and cognition can be translated into best practices in their classroom. Graduates of the BSL program will earn a Master of Science (M.S.) in Education with a specialization in Brain Research. **The BSL program is not a certification/licensure program.**

Program Goals/Learning Outcomes

Upon completion of the program, BSL graduates will be able to do the following:
- Understand current research on the core factors that increase student learning and achievement
- Use key research on current brain science that confirms that learning changes the physical structure of the brain
- Demonstrate a practical understanding of how positive emotional states enhance learning
- Understand that creating meaning from curriculum that is taught is critical to student learning
- Understand the key factors that determine how the brain pays attention
- Establish an effective theory of how the brain retains information taught
- Determine how to transfer the theory, research, and best practices of effective instruction into everyday practice

Instructional Delivery System

BSL students use a combination of user-friendly distance education technologies and high-quality materials/textbooks to complete the assignments in each of their courses. Online facilitators and peers provide a strong support network throughout the program of study. Students typically spend at least six hours per week viewing videos and CD-ROMs, and completing assignments, readings, chats, and discussions.

Transfer of Credit

The transfer of credits is not accepted in the Master of Science in Education with a Specialization in Brain Research (BrainSMART® Learning and Teaching) program.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Portfolio Requirement

In addition to their coursework, BSL students in this program are required to complete the Teacher Leadership Institute: Action Research Project which includes a portfolio requirement.

Program Completion Timeline

Students typically complete the program in 14 months of study, however, students are allowed up to five years in which to complete all degree and program requirements. The beginning of the five-year timeline for degree or program completion is the first term during which any courses that are applied toward degree completion are taken. Students who are unable to complete all degree or program requirements within the time allotted are subject to dismissal from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Teacher Leadership Institute: Action Research Project, and (d) meet all financial obligations to the university.

Program of Study

EDU	610	BrainSMART Science, Structure, and Strategies	6
EDU	612	Thinking for Results: Applying the Science of Student Achievement	6
EDU	614	Differentiated Instruction: Respecting Brain-Based Learner Differences	6
EDU	617	Courageous Learners: Tools for Teaching Students at Risk	6
EDU	619	Student Achievement and Classroom Management	6
EDU	699	Teacher Leadership Institute: Action Research Project	6
		Total Credits Required for Degree Completion	**36**

Graduate Teacher Education Program (GTEP)

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. GTEP also provides opportunities for students with bachelor's degrees in other fields to enter teaching. The program's focus is on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to move program delivery forward, enabling students to obtain their degrees in new and exciting ways, and from virtually any location.

All Graduate Teacher Education Program courses at Nova Southeastern University are designed to prepare PreK-12 educators with the knowledge and skills that they need for today's schools. All GTEP programs of study are based on the Educator Accomplished Practices that are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) core standards. Competence in each Educator Accomplished Practice, at the preprofessional level, is evaluated through course activities, assignments, and portfolio artifacts.

The Graduate Teacher Education Program offers students with a bachelor's and/or graduate degree various opportunities to meet their educational, career, and professional goals. All GTEP programs share a common instructional system and mission, but each specialization is designed to meet different needs. The program's goals are to prepare educators to meet the challenges of their profession and to reinforce the importance of the role of an educator in rapidly changing political, economic, and social environments. Graduates of the GTEP program will earn a Master of Science (M.S.) in Education.

Program Goals/Learning Outcomes

Before the point of graduation, GTEP students will provide evidence of:
1. Competence in the Educator Accomplished Practices / INTASC Core Standards at the preprofessional level.
2. Demonstration of content area competencies and skills.
3. Proficiency in using technology to access information.
4. Proficiency in applying theoretical and practical knowledge obtained in coursework through field experiences.
5. Reflection on professional practices at the preprofessional level.

Instructional Delivery System

Graduate Teacher Education Program courses are delivered in a variety of modalities that include traditional, face-to-face (on ground) and online instruction. Occasionally, courses may be offered, or supplemented, through audioconferencing or compressed video. Online courses are delivered online via the WebCT platform. All course content, regardless of format, is identical due to the required use of common course syllabi that are developed by program professors.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the Dean of Academic Affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student and mailed to the FSEHS Office of Enrollment Services. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Enrollment Services Representative (ESR) has given written approval for the transfer of credit.

No transfer of credit will be allowed for the following courses:
- Core courses—CUR 526 and EDU 708
- Capstone—Administrative Internship, Applied Professional Experience, Arts Leadership Institute, Educational Applied Research Practicum , FasTRACK Field-Based Project, Reading Practicum, Supervised Teaching Internship or Supported Teaching Externship.

Credits transferred in will decrease the overall total credits required for degree programs, but they will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage may change, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional certification coverage consult an academic adviser concerning current state policies that may affect transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Portfolio Requirement

All GTEP students are required to complete a portfolio demonstrating competence with the Educator Accomplished Practices. Students are guided through the portfolio experience in EDU 601 (Professional Seminar I) and EDU 602 (Professional Seminar II). For additional information on portfolio requirements, link to the GTEP Portfolio Web site at *http://www.fgse.nova.edu/gtep/students/portfolio.html*.

Clinical Experiences

Clinical experiences are required as part of the teacher preparation for preservice teachers in approved programs. Depending on the program specialization, additional practicum or field experiences may be required. These requirements are specified in the program outline that is prepared by the Enrollment Services Representative. For information on program outlines, contact an Enrollment Services Representative at 800-986-3223, ext. 1559 or link to the GTEP Program Web site at *http://www.fgse.nova.edu/gtep/info/programs.html*. For additional information on preservice clinical experiences, contact an Enrollment Services Representative at 800-986-3223, ext. 1559 or link to *http://www.schoolofed.nova.edu/gtep/icp/index.html* (initial certification plan students) or *http://www.schoolofed.nova.edu/gtep/fldexp/* (applied professional experiences).

Internship (Externship)

The internship for preservice students is a 16-week experience (16-week course, 14-week field experience) that requires teaching in an area school. Students will be placed at a school site by the internship coordinator. Preservice teachers will gradually assume full responsibility for teaching the class to which they are assigned. EDU 688 (Internship) and EDU 689 (Externship) is offered each academic year in the fall and winter terms at all sites. For information on the internship or externship, contact an Enrollment Services Representative at 800-986-3223, ext. 1559 or link to *http://www.schoolofed.nova.edu/gtep/icp/index.html* (initial certification plan students).

Students in teacher preparation programs should refer to the *Internship Handbook* (EDU 688 course guide) or *Externship Handbook* (EDU 689 course guide) for a complete explanation of policies and procedures. All questions about the internship or externship should be directed to the Teacher Education Program's Office of Placement Services at (954) 262-8422.

Testing Requirements

Florida

The Florida Department of Education requires passing scores in the CLAST (passed before July 1, 2002), GKT, GRE (1000 between verbal and quantitative), or Praxis I as a requirement for admission into any state-approved teacher education program (see admission requirements for acceptable scores). The state-approved specializations in the Graduate Teacher Education Program include the following:

Computer Science Education
Educational Media
Educational Leadership
Elementary Education
Exceptional Student Education
Prekindergarten Disabilities (endorsement)
Prekindergarten and Primary Education
Reading Education
Speech Language Pathology (M.S.) (For information on this specialization, please refer to the M.S. in Speech-Language Pathology section of this catalog.)
Teaching English to Speakers of Other Languages (TESOL) (endorsement)

Prior to the completion of the approved program, Florida preservice educators must pass the Professional Education (PED) Examination. Students must also pass the appropriate Subject Area Exam (SAE) prior to completion of the program. Degrees will not be conferred until all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process. Students are advised to contact an Enrollment Services Representative, the local school district office, or the Florida Department of Education Office of Educator Certification (*http://www.fldoe.org/edcert/*) with questions on certification.

Nevada

Nevada students are required to pass the knowledge skills sections of the Praxis I (Pre-Professional Skills Test, PPST), or CBEST (California Basic Educational Skills Test). In addition, depending upon the specialization and license desired, Nevada students are required to pass the Praxis II (Subject Assessments) of subject area skills, and Praxis III (Classroom Assessment Test) of professional skills. Students are advised to confer with an Enrollment Services Representative or local site personnel about the appropriate subtests. Course grades cannot substitute for passing scores on the Praxis. Students are also advised to contact the Nevada Department of Education's Teacher Licensing Office (*http://www.doe.nv.gov/licensing.html*) with other questions on licensure.

Program Completion Timeline

GTEP allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program are completed, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame are subject to dismissal from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative) and (e) meet all financial obligations to the university.

Competencies and Standards

All course syllabi are keyed to state competencies and national standards. Depending upon the program specialization, these competencies and national standards include the following:

Florida
English for Speakers of Other Languages (ESOL) Standards
http://www.schoolofed.nova.edu/gtep/forms/EditableESOLStandardsMatrix032005.doc

Florida Competencies and Skills: Eleventh Edition
http://www.firn.edu/doe/sas/ftce/ftcecomp.htm

Florida Educator Accomplished Practices
http://www.firn.edu/doe/rules/6a-5.htm

Florida Sunshine State Standards
http://www.firnedu/doe/curric/prek12/frame2.htm

Subject Matter Content Standards for Florida's Teachers
http://www.firn.edu/doe/dpe/publications/contentstandards03.pdf

Nevada
Nevada Academic Standards
http://www.doe.nv.gov/standards.html

National Standards
Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards
http://www.ccsso.org/content/pdfs/corestrd.pdf

National Board for Professional Teaching Standards
http://www.nbpts.org
http://www.nbpts.org/standards/

National Council for Accreditation of Teacher Education (NCATE)
http://ncate.org/public/programStandards.asp?ch=4

Professional Organization Competencies/Standards
Computer Science Education
International Society for Technology in Education (ISTE)
http://www.ncate.org/documents/ProgramStandards/iste_lead_fac_2003.pdf
http://www.ncate.org/documents/ProgramStandards/ISTE_csed_2002.pdf

Educational Leadership
Educational Leadership Constituent Council (ELCC)
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Educational Media
American Library Association (ALA)/ American Association of School Librarians (AASL)
http://www.ncate.org/documents/ProgramStandards/ala%202001.pdf

Elementary Education / ESOL
Association for Childhood Education International (ACEI)
http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

English for Speakers of Other Languages (ESOL)
Teachers of English to Speakers of Other Languages (TESOL)
http://www.ncate.org/documents/ProgramStandards/tesol.pdf

Exceptional Student Education / ESOL
Council for Exceptional Children (CEC)
http://ncate.org/ProgramStandards/CEC/CECStandards.doc

Gifted Education
Council for Exceptional Children (Gifts)
http://www.cec.sped.org/ps/gifted.doc

PreK Disabilities
Council for Exceptional Children (CEC)
http://ncate.org/ProgramStandards/CEC/CECStandards.doc

PreK-Primary / ESOL (Early Childhood Education)
National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/faculty/college.asp#2001

Reading Education
International Reading Association (IRA)
http://www.reading.org/resources/issues/reports/professional_standards.html

School Guidance and Counseling
American School Counselor Association—Ethical Standards
http://www.schoolcounselor.org/content.asp?contentid=173

School Psychology
National Association of School Psychologists (NASP)
http://ncate.org/ProgramStandards/NASP/nasp2001.pdf

Speech Language Impairment
http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm?print=1

Programs of Study

The chart below is intended as a guide to help students choose a program that will satisfy their academic or professional goals. Students who are not seeking certification or licensure may take any of the M.S. programs as non-certification programs, as long as they meet general GTEP admission requirements.

	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
M.S. in Education in the following specialization areas				
Charter School Education/Leadership				x
Cognitive and Behavioral Disabilities				x
Computer Science Education	x	x	x	x
Early Literacy Education				x
Educational Leadership	x	x		x
Educational Media	x	x	x	x
Elementary Education	x	x	x	x
English Education				x
Exceptional Student Education	x	x	x	x
Gifted Education		x		x
Health Professions Education				x
High Scope/Early Childhood Education				x
Interdisciplinary Arts				x
Management and Administration of Educational Programs				x
Mathematics				x
Multicultural Early Intervention				x
Prekindergarten and Primary Education	x	x	x	x
Preschool Education				x
Reading Education	x	x		x

	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
M.S. in Education in the following specialization areas (continued)				
Science Education				x
Secondary Education: Computer Science Education, English, Math, Science, or Social Studies		x	x	x
Spanish Language Education				x
Teaching and Learning				x
Teaching English to Speakers of Other Languages (TESOL)		x		x
Urban Education				x
Endorsement Areas (The following are add-on endorsement areas, not degree programs.)				
Autism Endorsement				
Gifted Endorsement (Florida approved endorsement)				
Prekindergarten Disabilities Endorsement (Florida approved endorsement)				
Reading Endorsement				
TESOL Endorsement (Florida approved endorsement)				

Below are sample programs of study for select GTEP M.S. specialization areas and endorsement areas; additional programs of study are available on the program Website (*http://www.schoolofed.nova.edu/gtep*). The programs of study are subject to change, as state certification/licensure requirements change. Please consult an Enrollment Services Representative for current curriculum information and program requirements for certification/licensure in Florida/Nevada.

Notice to students enrolled in GTEP's Early Literacy, Reading Education, Early Literacy and Reading, and Reading specialization areas:
Florida students enrolled in any of the following GTEP specialization areas (Early Literacy, Reading Education, Early Literacy and Reading, Reading) will be required to take RED 587 in place of RED 588. Nevada students will continue to take RED 588. CUR 526 is a prerequisite for RED 587 and RED 588.

Charter School Education/Leadership

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners	3
CSED	501	Planning a Charter School Program—Start Up Logistics***	3
CSED	503	Community and Public Relations***	3
CSED	504	Compliance with Federal Laws to Serve Students with Special Needs (ADA, IDEA) ***	3
CSED	506	Curriculum and Instruction in the Charter Schools***	3
CSED	591	Assessment and Student Evaluations in the Charter Schools***	3
EDL	500	Communication and Supervision in Educational Roles**	3
EDL	505	Educational Budgeting and Finance**	3
EDL	525	Personnel Selection and Development**	3
EDL	530	Organizational Management of Schools**	3
EDL	550	Electronic Tools for Educational Leaders**	3
CSED	698	School Leadership Internship**, ***	3
		Total Credits Required for Degree Completion	**36**

*	Program Prerequisite
**	Course Requires Prerequisite
***	Course is offered online only

Cognitive and Behavioral Disabilities
Required Core Courses (12 Credit Hours)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners	3
EDU	601	Professional Seminar I	0
CBD	503	Classroom Management	3
CBD	502	Assessment and Diagnosis of Exceptional Learners	3
EDU	602	Professional Seminar II	0
ESE	699	Applied Professional Experience in ESE	3

Required Courses: Categorical Area (12 Credit Hours Each Category)
Emotional and Behavioral Disorders (EBD)

CBD	515	Methods for Teaching Students with EBD	3
CBD	512	Characteristics and Needs of Students with EBD	3
CBD	508	Methods and Strategies in Behavioral Management	3
CBD	509	Social Skills Training	3

Concentration Areas or Electives (12 Credit Hours)

Learning Disabilities (LD)

CBD	514	Methods for Teaching Students with LD	3
CBD	511	Characteristics and Needs of Students with LD	3
CBD	517	Teaching Reading to Exceptional Learners	3
CBD	516	Teaching Mathematics to Exceptional Learners	3

Developmental Disabilities (DD)

CBD	513	Methods for Teaching Students with DD	3
CBD	510	Characteristics and Needs of Students with DD	3
CBD	517	Teaching Reading to Exceptional Learners	3
CBD	516	Teaching Mathematics to Exceptional Learners	3

Electives (12 Credit Hours)

CBD	508	Methods and Strategies in Behavioral Management (LD and DD only)	3
CBD	506	Transition of Exceptional Learners	3
CBD	501	Special Education Law	3
CBD	504	Curriculum and Instructional Materials for Exceptional Learners	3
CBD	505	Working with Families of Exceptional Learners	3
CBD	509	Social Skills Training (LD and DD only)	3
		Total Credits Required for Degree Completion	**36**

Computer Science Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
CSE	501	Managing Computer Resources for Teachers and Administrators	3
CSE	505	Computer Applications**	3
CSE	510	Advanced Applications of Technology**	3
CSE	525	Introduction to Structured Programming for Computer Science Educators**	3
CSE	515	Methods of Teaching Computer Science K-12**	3
CSE	517	Web Applications for Computer Science Education**	3
CSE	530	Introduction to Programming in C++**	3
CSE	699	Applied Professional Experience in Computer Science Education	3
CSE	535	Java for Computer Science Educators**	3
CSE	540	Data Structures**	3
CSE	545	Networking in Computer Science Education Environments**	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*	Program Prerequisite
**	Course Requires Prerequisite

Computer Science Education (Initial Certification Plan)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	514	Pre-Internship Practices*	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
RED	585	Reading in the Content Areas	3
CUR	591	Assessment & Evaluation*	3
CSE	501	Managing Computing Resources for Teachers and Administrators	3
CSE	505	Computer Applications**	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
CSE	510	Advanced Applications of Technology**	3
CSE	525	Introduction to Structured Programming for Computer Science Educators**	3
CSE	515	Methods of Teaching Computer Science K-12**	3
CSE	517	Web Applications for Computer Science Education**	3
CSE	530	Introduction to Programming in C++**	3
CSE	535	Java for Computer Science Educators**	3
CSE	540	Data Structures**	3
CSE	545	Networking in Computer Science Education Environments**	3

EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**63**

* Program Prerequisite
** Course Requires Prerequisite

Early Literacy

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EC	620	Research Issues in Child Development*	3
EC	579	Foundations of Emergent Literacy	3
EP	5265	Nature and Needs of Young Children With Disabilities	3
RED	570	The Reading Process	3
EC	509	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3 – 8	3
RED	554	Assessment in Reading*	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
RED	500	Techniques of Corrective and Remedial Reading*	3
RED	587/588	Supervised Reading Practicum (Practicum required for students pursuing the endorsement in Reading) -or- EC 699	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 – 8	3
EC	521	Developmentally Appropriate Literature-based Curriculum for Young Children -or- EC 5280 Multicultural Children's Literature	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
RED	575	Contemporary Foundations of Reading	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**39**

* Program Prerequisite
** Course Requires Prerequisite

Educational Leadership

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
CUR	506	Curriculum and Instruction	3
EDL	550	Electronic Tools for Educational Leaders	3
EDL	510	School Leadership	3
EDL	500	Communication and Supervision in Educational Roles	3
EDL	530	Organizational Management of Schools	3
EDL	505	Educational Budgeting and Finance	3
EDL	520	School Law for Administrators	3
EDL	525	Personnel Selection and Development	3
EL	600	Seminar in the Knowledge Base of Educational Leadership**, ***	3
EL	699	Administrative Internship**, ****	6
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course Requires Prerequisite
*** All coursework must be completed prior to applying for EL 600. ESR approval is required. See Web site for application (*www.schoolofed.nova.edu/edleader*).
**** Student must complete 24 credit hours of Educational Leadership courses prior to applying for EL 699. In addition, EL 699 requires the approval of the Administrator of the Educational Leadership Internship. See Web site for application *(www.schoolofed.nova.edu/edleader)*.

Educational Leadership Modified Core

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	506	Curriculum and Instruction	3
EDL	550	Electronic Tools for Educational Leaders	3
EDL	510	School Leadership	3
EDL	500	Communication and Supervision in Educational Roles	3
EDL	530	Organizational Management of Schools	3
EDL	505	Educational Budgeting and Finance	3
EDL	520	School Law for Administrators	3
EDL	525	Personnel Selection and Development	3

EL	600	Seminar in the Knowledge Base of Educational Leadership**, ***	3
EL	698	Administrative Internship**, ****	3
		Total Credits Required for Degree Completion	**30**

* Program Prerequisite
** Course Requires Prerequisite
*** All coursework must be completed prior to applying for EL 600. ESR approval is required. See Web site for application (*www.schoolofed.nova.edu/edleader*).
**** Student must complete 24 credit hours of Educational Leadership courses prior to applying for EL 698. In addition, EL 698 requires the approval of the Administrator of the Educational Leadership Internship. See Web site for application (*www.schoolofed.nova.edu/edleader*).

Educational Media

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EM	500	Philosophy of School Library Media Programs	3
EM	505	Design and Production of Educational Media	3
EM	510	Media for Children**	3
EM	525	Library Media Collection Development**	3
EM	530	Management of School Library Media Programs**	3
EM	535	Media for Young Adults **	3
EM	515	Reference and Information Services**	3
EM	699	Applied Professional Experience in Educational Media**	3
EM	565	Computers in School Library Media Centers**	3
EM	540	Organization of Library Media Collections**	3
EM	520	Instructional Role of the Media Specialist**	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course Requires Prerequisite

Educational Media (Initial Certification Plan)

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	514	Pre-Internship Practices*	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
RED	585	Reading in the Content Areas	3
CUR	591	Assessment and Evaluation*	3
EM	500	Philosophy of School Library Media Programs	3
EM	505	Design and Production of Educational Media	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EM	510	Media for Children**	3
EM	525	Library Media Collection Development**	3
EM	530	Management of School Library Media Programs**	3
EM	535	Media for Young Adults**	3
EM	515	Reference and Information Services**	3
EM	565	Computers in School Library Media Centers**	3
EM	540	Organization of Library Media Collections**	3
EM	520	Instructional Role of the Media Specialist**	3
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**63**

* Program Prerequisite
** Course Requires Prerequisite

Elementary Education with Florida-approved ESOL Endorsement

EDU	5000	Orientation for Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
CUR	591	Assessment and Evaluation*	3
ELE	503	Reading in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School**	3

RED	560	Literature for Children and Adolescents	3
ELE	601	Teaching Language Arts in the Elementary School	3
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	602	Teaching Science in the Elementary School	3
ELE	699	Applied Professional Experience in Elementary Education	3
ELE	505	Teaching Visual Arts and Music in the Elementary School	2
ELE	506	Teaching Physical Education and Health Education in the Elementary School	2
ELE	603	Teaching Elementary Social Studies in a Multicultural Society	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**40**

*   Program Prerequisite
**   Course Requires Prerequisite

Elementary Education with Florida-approved ESOL Endorsement (Florida Initial Certification Plan)

EDU	5000	Orientation for Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
CUR	591	Assessment and Evaluation*	3
ELE	503	Reading in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School**	3
TSOL	510	Classroom TESOL, Theory, and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
RED	560	Literature for Children and Adolescents	3
ELE	601	Teaching Language Arts in the Elementary School	3
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	602	Teaching of Science in the Elementary School	3
ELE	505	Teaching Visual Arts and Music in the Elementary School	2
ELE	506	Teaching Physical Education and Health Education in the Elementary School	2
ELE	603	Teaching Elementary Social Studies in a Multicultural Society	3
EC	5015	Teaching in the Kindergarten Classroom	1
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**59**

*   Program Prerequisite
**   Course Requires Prerequisite

Elementary Education (Nevada Initial Licensure Plan)

EDU	5000	Orientation for Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	501	School and Society*	3
EDU	503	Classroom Management and Organization*	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
ELE	503	Reading in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School**	3
ELE	601	Teaching Language Arts in the Elementary School	3
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	602	Teaching of Science in the Elementary School	3
ELE	603	Teaching Elementary Social Studies in a Multicultural Society	3

<u>Select two of the following 3-credit courses</u>   6

TSOL	510	Classroom TESOL, Theory, and Strategies for Teachers	
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	
CUR	591	Assessment and Evaluation*	
EDU	502	Psychological Foundations in Education*	
RED	560	Literature for Children and Adolescents	

RED	570	The Reading Process*	
RED	575	Contemporary Foundations of Reading	
ELE	540	Creativity in Elementary School Curriculum	
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**48**

*   Program Prerequisite
**   Course Requires Prerequisite

English Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
ENG	521	Methods for Teaching Middle School and Secondary English	3
ENG	600	Recent Directions in Oral Communications	3
ENG	605	Recent Directions in Language Learning	3
ENG	615	Recent Directions in Expository Writing	3
ENG	625	Recent Directions in Creative Writing	3
ENG	635	Recent Directions in Adolescent Literature	3
ENG	645	Recent Directions in the Analysis of Literature	3
ENG	699	Applied Professional Experience*	3
ENG	650	Many Voices in Twentieth Century American Literature	3
ENG	665	Many Voices in Contemporary World Literature	3
ENG	675	Many Voices in Twentieth Century British Literature	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Exceptional Student Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities	3
ESE	620	Behavior Management of Exceptional Students	3
ESE	630	Educational and Psychological Assessment of Exceptional Students	3
ESE	640	Transition Skills and Services for Exceptional Students	3
ESE	650	Instructional Strategies for Exceptional Students*	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students*	3
ESE	670	Inclusive Education for Exceptional Students*	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students*	3
ESE	690	Consultation and Collaboration in Exceptional Student Education*	3
ESE	699	Applied Professional Experience in ESE*	3
EDU	602	Professional Seminar II*	0
		Total Credits Required for Degree	**36**

*   Program Prerequisite

Exceptional Student Education with Florida-approved ESOL Endorsement (Florida Initial Certification Plan)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School	3
ELE	601	Teaching Language Arts in the Elementary School	3
RED	500	Techniques of Corrective and Remedial Reading	3
RED	585	Reading in the Content Areas	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3

ESE	600	Survey of Exceptionalities of Children and Youth*	3
ESE	610	Speech and Language Development and Disabilities*	3
ESE	620	Behavior Management of Exceptional Students*	3
ESE	630	Educational and Psychological Assessment of Exceptional Students*	3
ESE	640	Transition Skills and Services for Exceptional Students	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar **	9
		Total Credits Required for Degree Completion	**75**

* Program Prerequisite
** Course Requires Prerequisite

Exceptional Student Education with Florida-approved ESOL Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities	3
ESE	620	Behavior Management of Exceptional Students	3
ESE	630	Educational and Psychological Assessment of Exceptional Students	3
ESE	640	Transition Skills and Services for Exceptional Students	3
ESE	650	Instructional Strategies for Exceptional Students*	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students*	3
ESE	670	Inclusive Education for Exceptional Students*	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students*	3
ESE	690	Consultation and Collaboration in Exceptional Student Education*	3
ESE	699	Applied Professional Experience in ESE*	3
EDU	602	Professional Seminar II*	0
TSOL	569	Methods of Teaching English to Speakers of Other Languages	3
TSOL	515	Curriculum Development for TESOL	3
TSOL	562	Cross-cultural Communication and Understanding	3
TSOL	567	Applied Linguistics	3
TSOL	547	Testing and Evaluation of ESOL	3
		Total Credits Required for Degree	**51**

* Program Prerequisite

Exceptional Student Education (Nevada Initial Licensure Plan)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	502	Psychological Foundations in Education*	3
ESE	600	Survey of Exceptionalities of Children and Youth*	3
ESE	630	Educational and Psychological Assessment of Exceptional Students*	3
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School	3
ESE	610	Speech and Language Development and Disabilities*	3
ESE	620	Behavior Management of Exceptional Students*	3
ESE	640	Transition Skills and Services for Exceptional Students	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar **	9
		Total Credits Required for Degree Completion	**48**

* Program Prerequisite
** Course Requires Prerequisite

Gifted Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
CUR	506	Curriculum and Instruction	3
EDU	550	Introduction to Nature and Needs of the Gifted Child	3
EDU	555	Seminar for the Guidance of Gifted Child	3
EDU	551	Educational Procedures for the Gifted Child	3
EP	5281	Developing Creativity in Gifted Students	3
EP	5282	Educating Special Populations of Gifted Students	3
EDU	561	Independent Study for Research in Gifted	3
EP	699	Applied Professional Experience**	3
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Health Professions Education

HED	600	Practicum I: Teaching Medical Students and Other Health Professions Students in a Diverse Learning Environment	6
HED	610	Practicum II: Implications of the Domain of Human Development on Health Professions Students	6
HED	620	Practicum III: Technology Resources for Health Professions Education	6
HED	630	Practicum IV: Effective Instruction Strategies in Health Professions Education	6
HED	640	Practicum V: Assessment and Measurement in Health Professions Education	6
HED	650	Practicum VI: Research in Health Professions Education	6
		Total Credits Required for Degree Completion	**36**

High Scope/Early Childhood Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EC	620	Research Issues in Child Development	3
EC	509	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3 – 8 -or- EC 592 Reading Process: Emerging Literacy	3
EC	521	Developmentally Appropriate Literature-based Curriculum for Young Children -or- EC 5280 Multicultural Children's Literature: Teaching Through the Content Areas	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	699	Applied Professional Experience**	3
EC	508	Theory and Practice in Early Childhood Programs	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children 3 – 8	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 -or- EC 511 Developmentally Appropriate Curriculum for Children Ages 3 to 8: Social Sciences and Arts	3
EC	579	Foundations of Emergent Literacy	3
EC	503	Child Study and Assessment	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Interdisciplinary Arts

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EIA	501	Interdisciplinary Arts in Society, Community, and School	3
EIA	503	Arts and Classroom Management: Infusing Arts into the Classroom and Beyond	3
EIA	506	Applied Aesthetic in the Arts: Curriculum and Instruction	3
EIA	511	Studies in Creative Process and Conceptual Arts: A Quantum Vision	3

Choose four or five (4 or 5) of the following courses for a total of 15 credits:

EIA	512	Arts and Expressive Therapies: A Survey	3
EIA	513	The Art of Words: Writing for Dramatic Media	3
EIA	514	Business Applications of Interdisciplinary Arts and Social Entrepreneurism	3

EIA	515	Thou Art: Reuniting Culture and Spirit for a Global Society	3
EIA	517	Interdisciplinary Arts Infusion: From Chaos to Order	3
EIA	537	Musical Theatre Studies	3
EIA	540	Moving Art: Aesthetic of the Motion Picture 1922 – 1966	3
EIA	557	Cinematherapy I: Images with a Purpose	3
EIA	558	Cinematherapy II: Personal and Social Awareness trough Cinema	3
EIA	600	International Arts and Culture Infusion	3 or 6
EIA	630	International Cinema Studies in Italy	3
EIA	6505	Special Topics in Interdisciplinary Arts I (authorization required)	3
EIA	6506	Special Topics in Interdisciplinary Arts II (authorization required)	3

Applied Professional Experience* (final "Capstone" project) Choose one of the following:

EIA	688	Capstone: Interdisciplinary Arts Leadership	6
EIA	689	Capstone: Theatre Arts Leadership	6
EIA	690	Capstone: Musical Arts Leadership	6
EIA	691	Capstone: Visual Arts Leadership	6
EIA	692	Capstone: Dance Arts Leadership	6
		Total Credits Required for Degree Completion	**36**

* Student must have completed 24 credits of IAP courses prior to registering for Applied Professional Experience.

Management and Administration of Educational Programs***

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners	3
EDL	510	School Leadership	3
EDL	500	Communication and Supervision in Educational Roles	3
EDL	530	Organizational Management	3
EDL	505	Educational Budgeting and Finance	3
EDL	525	Personnel Selection and Development	3
EDL	520	School Law for Administrators -or- Elective	3
EDL	550	Electronic Tools for Educational Leaders -or- Elective	3
CUR	506	Curriculum and Instruction -or- Elective	3
Elective		Elective	3
EL	601	Comprehensive Examination	3
EL	698	Administrative Internship**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Student must complete 24 credit hours of Educational Leadership courses prior to applying for EL 698. In addition, EL 698 requires the approval of the Administrator of Educational Leadership Internship. See Web site for application *(www.schoolofed.nova.edu/edleader)*.
*** Students must complete a STARS Florida Principal Leadership Standards portfolio. Items for the portfolio are compiled as part of the students' regular coursework; details will be provided during course instruction.

Mathematics

EDU	5000	Interactive Technology for Graduate Education*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
MAT	522	Methods of Teaching Middle and Secondary Math	3
MAT	512	Pre-Algebra and Elementary Number Theory for Teachers	3
MAT	509	Learning and Teaching Geometry in the K -12 Classroom	3
MAT	513	Problem-Solving Strategies in Mathematics Classrooms	3
MAT	662	History, Current Trends, and Technology in Mathematics Education	3
MAT	687	Diagnosis and Remediation of Learning Difficulties in Mathematics	3
MAT	511	Teaching Probability and Statistics in the K -12 Classroom	3
MAT	508	Conquering the Teaching of Calculus	3
MAT	506	Strategies for Teaching Calculus	3
MAT	507	Linear and Abstract Algebra for Teachers	3
MAT	510	Research and Applied Mathematical Experiences in Schools***	3
EDU	602	Professional Seminar II***	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course Requires Prerequisite

Multicultural Early Intervention

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EC	500	Child Growth and Development (Birth through Age 8)	3
EC	501	Language Acquisition and Development	3
EC	519	Health, Safety, and Nutrition Issues in Early Childhood (or EC 509 for TTI Students)	3
EP	5280	Working with Families of Young Children with Disabilities and the Community*	3
EC	586	Early Intervention: Trends and Directions (or ESE 650 for TTI Students)	3
EP	5270	Assessing the Needs of Young Children with Disabilities**	3
ECSE	699	Applied Professional Experience in Early Childhood Special Education**	3
EP	5275	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities**	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course Requires Prerequisite

Prekindergarten and Primary Education—Age 3 to Grade 3 with Florida-approved ESOL Endorsement

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar*	0
EC	620	Research Issues in Child Development	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings -or- EC 511 Developmentally Appropriate Curriculum for Children Ages 3 to 8: Social Sciences and Arts	3
EP	5265	Nature and Needs of Young Children with Disabilities	3
EC	509	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3 – 8	3
RED	570	The Reading Process	3
RED	554	Assessment in Reading**	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through Age 8	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8	3
EC	699	Applied Professional Experience**	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
EC	503	Child Study and Assessment	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**42**

* Program Prerequisite
** Course Requires Prerequisite

Prekindergarten and Primary Education—Age 3 to Grade 3 with Florida-approved ESOL Endorsement (Initial Certification Plan)

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar*	0
EC	620	Research Issues in Child Development	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EC	508	Theory and Practice in Early Childhood	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	511	Developmentally Appropriate Curriculum for Children Ages 3 to 8: Social Sciences and Arts	3
EC	512	Concept Development: Math and Science	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children	3
EC	509	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3 – 8	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8	3
EC	592	Reading Process: Emerging Literacy	3

RED	570	The Reading Process	3
EC	503	Child Study and Assessment	3
RED	554	Assessment in Reading**	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through Age 8	3
EC	519	Health, Safety, and Nutrition Issues in Early Childhood Classrooms	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
EC	517	Seminar of Family Systems	3
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**75**

*   Program Prerequisite
**   Course Requires Prerequisite

Prekindergarten and Primary Education—Age 3 to Grade 3 (Nevada Initial Licensure Plan)

EDU	5000	Orientation to Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar*	0
EC	620	Research Issues in Child Development	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	503	Child Study and Assessment	3
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EC	579	Foundations of Emergent Literacy	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children	3
EC	509	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3 – 8	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through Age 8	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8	3
EC	511	Developmentally Appropriate Curriculum for Children Ages 3 to 8: Social Sciences and Arts	3
EC	512	Concept Development: Math and Science	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3

<u>Select two of the following three 3-credit courses</u>

RED	570	The Reading Process	
RED	554	Assessment in Reading**	
EC	5280	Multicultural Children's Literature -or- EC 592 Reading Process: Emerging Literacy	
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**,*** or EC 699 Applied Professional Experience***	9 or 3
		Total Credits Required for Degree Completion	**54 or 48**

*   Program Prerequisite
**   Course Requires Prerequisite
***   Students adding Early Childhood to a current license without a prior internship with children under the age of six (6) are required to complete EDU 688 – Teaching Internship Seminar. Students who completed an internship with children under the age of six (6) are required to complete EC 699.

Preschool Education

EDU	5000	Orientation to the Graduate Teacher Education Program**	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EC	508	Theory and Practice in Early Childhood Programs	3
EC	501	Language Acquisition and Development	3
EC	579	Foundations of Emergent Literacy	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EP	5265	Nature and Needs of Young Children with Disabilities*	3
EP	5270	Assessing the Needs of Young Children with Disabilities	3
EC	699	Applied Professional Experience**	3
EC	541	Guiding Behavior in the Preschool Classroom	3
EC	533	Social Studies and Literacy Development	3

EC	517	Seminar of Family Systems -or- EC 514 Family and Community Collaboration in Early Childhood Programs	3
EC	620	Research Issues in Child Development*	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**39**

*   Program Prerequisite
**   Course Requires Prerequisite

Reading Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
RED	570	The Reading Process*	3
RED	554	Assessment in Reading**	3
RED	500	Techniques of Corrective and Remedial Reading**	3
RED	575	Contemporary Foundations of Reading	3
RED	560	Literature for Children and Adolescents	3
RED	565	Teaching Language Arts in the Secondary School	3
RED	580	Educational Measurement**	3
RED	587/588	Supervised Reading Practicum**	3
RED	585	Reading in the Content Areas	3
RED	5271	Reading Supervision and Curriculum Development—Theory and Practice**	3
RED	590	Administration and Interpretation of Instructional Assessments in Reading**	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Science Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
SCI	523	Methods of Teaching Secondary School Science	3
SCI	600	Foundations of Physical Science for Teachers	3
SCI	601	Inquiry-Based Space Science for Teachers	3
SCI	602	Teaching Comprehensive Ocean Studies	3
SCI	603	Teaching Inquiry-Based Life Science	3
SCI	604	Teaching Chemistry: An Activity-Based Study of Matter and Energy	3
SCI	605	Interdisciplinary Earth Science for Teachers	3
SCI	699	Applied Professional Experience in Science Education	3
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Secondary Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3

Choose one of the following five courses, based on the content area you have chosen.   3

CSE	515	Methods of Teaching Computer Science K-12	
ENG	521	Methods of Teaching Middle School and Secondary English	
MAT	522	Methods of Teaching Middle and Secondary Mathematics	
SCI	523	Methods of Teaching Secondary School Science	
SST	524	Methods of Teaching Secondary Social Studies	

RED	585	Reading in the Content Areas	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
EDU	529	Seminar for Secondary Education	3
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Spanish Language Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners	3
EDU	601	Professional Seminar I	0
LANG	530	Spanish Grammar and Composition I -or-	3
LANG	531	Spanish Grammar and Composition II	
LANG	545	Peoples and Cultures of Spain	3
LANG	550	Spanish Linguistics for Teachers	3
LANG	560	Representative Spanish Authors I -or-	3
LANG	561	Representative Spanish Authors II	
LANG	580	Foreign Language Methods (Florida students: 4 Cr; All others: 3 Cr)	3 or 4

Select five (5) courses from the following 12 courses. All courses listed below are 3-credit courses: 15

CUR	506	Curriculum and Instruction	
EDU	502	Psychological Foundations in Education*	
EDU	503	Classroom Management and Organization*	
LANG	546	The Spanish Golden Age	
LANG	551	Teaching Spanish to Native Students	
LANG	556	Everyday Life in Colonial Latin America	
LANG	560	Representative Spanish Authors I	
LANG	561	Representative Spanish Authors II	
LANG	565	The Spanish Frontier in North America	
LANG	566	Latino Heritage in the United States	
LANG	575	Spanish Children's Literature	
LANG	599	Special Topics	
LANG	699	Applied Field Experience in Spanish Language Education	3
EDU	602	Professional Seminar II*	0
		Total Credits Required for Degree Completion	**36 or 37**

*   Program Prerequisite
**   Course Requires Prerequisite

Teaching English to Speakers of Other Languages (TESOL)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
TSOL	500	Foundations in Bilingual Education	3
TSOL	515	Curriculum Development for TESOL	3
TSOL	547	Testing and Evaluation of ESOL	3
TSOL	562	Cultural and Cross-Cultural Studies	3
TSOL	567	Applied Linguistics	3
TSOL	569	Methods of Teaching English to Speakers of other Languages	3
		Speech and Language Development and Disabilities -or-	
ESE	610	TSOL 525 Teaching Reading and Literacy Development in Spanish **(**for students enrolled in the Nevada-approved program)	3
TSOL	699	Applied Professional Experience in TSOL**	3
TSOL	575	Critical Issues in TESOL	3
RED	560	Literature for Children and Adolescents	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EDU	602	Professional Seminar II**	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Urban Education

<u>Foundation Coursework</u>

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
CUR	506	Curriculum and Instruction	3
ESE	600	Survey of Exceptionalities of Children and Youth	3

<u>Specialization Area Coursework</u>

URBE	500	Public Education in an Urban Setting	3
URBE	501	Classroom Management in Urban Schools	3
URBE	502	Instructional Methods in Elementary School Mathematics in Urban Schools	3
URBE	503	Instructional Methods in Elementary School Science in Urban Schools	3
URBE	504	Instructional Methods in Literacy in Urban Schools	3
URBE	505	Parental and Community Involvement in Urban Schools	3
URBE	506	Standards, Curriculum, and Assessment in Urban Schools	3

<u>Elective Coursework: Choose Two of the Five courses listed below</u>

TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EDU	502	Psychological Foundations in Education*	3
RED	560	Literature for Children and Adolescents	3
URBE	507	Integration of Technology in Urban Schools	3

<u>Capstone</u>

EDU	602	Professional Seminar II*	0
URBE	699	Applied Professional Experience in Urban Education	3
		Total Credits Required for Degree Completion	**39**

*   Program Prerequisite

Programs of Study—Endorsement Areas

Autism Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	750	Understanding the Nature of Students with Autism Spectrum Disorders	3
EP	755	Assessment of Students with Autism Spectrum Disorders	3
EP	760	Intervention for Students with Autism Spectrum Disorders	3
EP	765	The Behavior Communication Connection for Students with Autism spectrum Disorders	3
		Total Credits Required for Endorsement Areas	**12**

* Program Prerequisite

Gifted Education Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	550	Introduction to the Nature and Needs of Gifted Child	3
EDU	551	Educational Procedures for the Gifted Students	3
EDU	555	Seminar for the Guidance of Gifted Child	3
EP	5282	Educating Special Populations of Gifted Students	3
EP	5281	Developing Creativity in Gifted Student	3
		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite

Prekindergarten Disabilities Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EP	5270	Assessing the Needs of Young Children with Disabilities**	3
EP	5275	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities**	3
EP	5280	Working with Families of Young Children with Disabilities and the Community	3
		Total Credits Required for Endorsement Areas	**12**

* Program Prerequisite
** Course Requires Prerequisite

Reading Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
RED	570	The Reading Process	3
RED	575	Contemporary Foundations of Reading	3
RED	554	Assessment in Reading**	3
RED	500	Techniques of Corrective and Remedial Reading**	3
RED	587/588	Supervised Reading Practicum **	3
		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite
** Course Requires Prerequisite

Teaching English to Speakers of Other Languages (TESOL) Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
TSOL	569	Methods of Teaching English to Speakers of Other Languages	3
TSOL	515	Curriculum Development for TESOL	3
TSOL	562	Cross-cultural Communication and Understanding	3
TSOL	567	Applied Linguistics	3
TSOL	547	Testing and Evaluation of ESOL	3
		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite

National Graduate Teacher Education Online (NGTE) Program

As a component of the Fischler School of Education and Human Services within Nova Southeastern University, the National Graduate Teacher Education Online Program is dedicated to quality educational practice, fulfilling the needs of the learning community, and providing positive and meaningful adult learning experiences. The purpose of the National Graduate Teacher Education Online Program is to provide quality distance education through the use of research, guided activities, and practical experience to a diverse population of professional educators.

NGTE provides a virtual learning community that is consistent with the mission of Nova Southeastern University in providing educational programs of distinction at times and in locations convenient to the learner and promoting an atmosphere of creativity and innovation using technology where appropriate. Graduates of the NGTE program will earn a Master of Science (M.S.) in Education.

Nova Southeastern University is fully accredited by the Southern Association of Colleges and Schools (SACS). NGTE programs are aligned with appropriate national standards. Because our students come from many states as well as areas outside the United States, these programs are not developed in accordance with any particular state certification requirements.

NGTE program participants should contact their state department of education for guidance in obtaining certification or licensure, or contact their local school district for approval in fulfilling district-level incentive programs. Certification requirements vary by state and district. **Completion of an NGTE program of study does not guarantee certification**.

Program Goals/Learning Outcomes

Upon completion of the program, NGTE graduates will be able to

- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from their course content and research to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System

NGTE online education courses are conducted entirely through the Internet, allowing students to receive and submit coursework and interact with participants and professors via computer and Internet access. Participants log in to the course management system to complete activities and assignments and interact with the professor and other students in the class. Campus attendance is not required. All registration, correspondence, and course participation are conducted electronically.

Students admitted to the NGTE Online Program are assigned to a cluster. Each cluster is comprised of a group of students from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components together. Students follow a clearly established program of study for the specialization and must comply with program requirements for degree candidacy and completion. Clusters sometimes form study groups that meet electronically between class sessions, seminars, and during online classes to discuss assignments and to facilitate student progress. Each cluster operates under the direction of a Field Associate. The Field Associate, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support students in their academic pursuits. Clusters begin Fall 1, Winter 1, or Summer 1 as enrollment demands. Students can complete their program in 3 terms. Each of these terms (Fall, Winter, and Summer) comprises two sessions: Fall 1 and 2, Winter 1 and 2, and Summer 1 and 2. Students take 2 courses per session. All NGTE courses are six weeks in length.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the Dean of Academic Affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student and mailed to the FSEHS Office of Enrollment Services. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Enrollment Services Representative (ESR) has given written approval for the transfer of credit.

No transfer of credit will be allowed for the following courses:

- Core courses—CUR 526 and EDU 708
- Capstone—Administrative Internship, Applied Professional Experience, Arts Leadership Institute, Educational Applied Research Practicum , FasTRACK Field-Based Project, Reading Practicum, Supervised Teaching Internship or Supported Teaching Externship.

Credits transferred in will decrease the overall total credits required for degree programs, but they will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage may change, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional certification coverage consult an academic adviser concerning current state policies that may affect transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

How to Join a Cluster
For assignment to a cluster, online degree-seeking students must do the following:
1. Complete and submit the application for admission and application fee.
2. Upon admission, contact the Field Associate for their desired specialty area.
3. Register prior to the registration deadline of the term their assigned cluster is to begin.

Program Completion Timeline
NGTE clusters are designed to allow students to complete their program requirements within a 12- to 14- month timeframe. If students require a leave of absence, they will have to leave their cluster and rejoin another cluster when they are ready to return. Under such circumstances, NGTE allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the maximum five-year timeframe are dismissed from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete all testing requirements for their given program, if any (see Enrollment Services Representative) and (d) meet all financial obligations to the university.

Concentration/Specialization Areas

Graduates of this program will earn a Master of Science in Education in one of the following specialization areas:
Curriculum, Instruction, and Technology
Education: Teaching and Learning
Educational Technology
Environmental Education
Social Studies Education

All current information about the National Graduate Teacher Education Online Program (NGTE) may be accessed online at *www.schoolofed.nova.edu/gtep/ngeonline*.

Programs of Study
Below are sample curricula for each of the NGTE M.S. specialization areas. The outlines reflect the required course sequence. Students should register for the entire term at the beginning of the registration period. Outlines are subject to change. Students should contact their Field Associate for the most updated curriculum information.

M.S. in Education—Curriculum, Instruction, and Technology

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CAE	502	Internet for Educators	3
CIT	502	Research in Education: Process and Application	3
Term 1 Session 2			
CAE	500	Introduction to Media and Instruction	3
CAE	504	Web Authoring 1: Introduction to Web Page Development	3
Term 2 Session 1			
CIT	500	Theories of Learning	3
CIT	501	Curriculum and Instruction	3

Term 2 Session 2

CIT	503	Assessment of Learning	3
ETEC	602	Technology and the School Curriculum	3

Term 3 Session 1

CAE	503	Internet for Educators: Applications for Instruction	3
CIT	609	Special Topics in Curriculum Design 1	3

Term 3 Session 2

CAE	6100	Classroom and Clinical Applications of Assistive Technology	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

* Program Prerequisite

M.S. in Education—Teaching and Learning

EDU	5000	Orientation to the Graduate Teacher Education Program*	0

Term 1 Session 1

CAE	502	Internet for Educators	3
CIT	502	Research in Education: Process and Application	3

Term 1 Session 2

CAE	500	Introduction to Media and Instruction	3
CIT	505	Management and Organization of Educational Programs	3

Term 2 Session 1

CIT	501	Curriculum and Instruction	3
CIT	500	Theories of Learning	3

Term 2 Session 2

CIT	503	Assessment of Learning	3
ETAL	511	Brain-based Learning and Instruction	3

Term 3 Session 1

CIT	506	Social, Multicultural, Historical and Philosophical Issues	3
CIT	609	Special Topics in Curriculum Design 1	3

Term 3 Session 2

ETEC	602	Technology and the School Curriculum	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

* Program Prerequisite

M.S. in Education—Educational Technology

EDU	5000	Orientation to the Graduate Teacher Education Program*	0

Term 1 Session 1

CIT	502	Research in Education: Process and Application	3
CAE	502	Internet for Educators	3

Term 1 Session 2

ETEC	601	Instructional Design	3
CIT	503	Assessment of Learning	3

Term 2 Session 1

CAE	504	Web Authoring 1: Introduction to Web Page Development	3
ETEC	602	Technology and the School Curriculum	3

Term 2 Session 2

CAE	505	Web Authoring 2: Beyond Basic WWW Page Development	3
CAE	6100	Classroom and Clinical Applications of Assistive Technology	3

Term 3 Session 1

CAE	507	Online Video and Multimedia Production for Education	3
CIT	609	Special Topics in Curriculum Design 1	3

Term 3 Session 2

ETEC	650	Computer Network Management	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

* Program Prerequisite

M.S. in Education—Environmental Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0

Term 1 Session 1

CIT	502	Research in Education: Process and Application	3
OCEE	500	Foundations of Environmental Education—Theory	3

Term 1 Session 2

CAE	502	Internet for Educators	3
OCEE	510	Foundations of Environmental Education—Practice	3

Term 2 Session 1

CIT	501	Curriculum and Instruction	3
OCEE	520	Teaching Environmental Concepts	3

Term 2 Session 2

ECAI	501	Education and Society	3
OCEE	530	Environment and Society	3

Term 3 Session 1

| CIT | 609 | Special Topics in Curriculum Design 1 | 3 |
| OCEE | 540 | Interpreting our Environment | 3 |

Term 3 Session 2

CIT	610	Special Topics in Curriculum Design	3
OCEE	550	Reason for Hope—Being "At Home" with Nature	3
		Total Credits for Degree Completion	**36**

* Program Prerequisite

M.S. in Education—Social Studies

| EDU | 5000 | Orientation to the Graduate Teacher Education Program* | 0 |

Term 1 Session 1

| CIT | 502 | Research in Education: Process and Application | 3 |
| SST | 623 | American History I (Pre-Colonial-Reconstruction) in the Secondary Curriculum | 3 |

Term 1 Session 2

| CIT | 503 | Assessment of Learning | 3 |
| SST | 625 | American History (Reconstruction-Present) in the Secondary School | 3 |

Term 2 Session 1

| SST | 614 | Geography in the Secondary Curriculum | 3 |
| SST | 612 | Economics in the Secondary Curriculum | 3 |

Term 2 Session 2

| SST | 627 | World History I (Beginning-Renaissance) in the Secondary Curriculum | 3 |
| SST | 616 | The Historical Roots of Our Multicultural Society | 3 |

Term 3 Session 1

| SST | 629 | World History II (Renaissance-Present) in the Secondary Curriculum | 3 |
| CIT | 609 | Special Topics in Curriculum Design 1 | 3 |

Term 3 Session 2

SST	622	Consent of the Governed: American Government Adapted in the Curriculum	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

* Program Prerequisite

Master of Science in Human Services

The Master of Science program in Human Services (Life Span Care Administration—LSCA), is designed to improve the skills and leadership abilities of child and youth care administrators, early childhood administrators, and family support practitioners. The program offers three field-based master's degree specializations designed for professionals who work with children, youth, and families. The graduates of this program will earn a M.S. with a specialization in one of the following: Child and Youth Care Administration, Early Childhood Administration, or Family Support Studies.

The Child and Youth Care Administration (CYC) specialization is designed for managers and supervisors of residential treatment, group care, and community-based programs (children 5 to 18 years of age).

The Early Childhood Education Administration (ECE) specialization is designed for managers and supervisors of early childhood, pre-school and early education programs (children from birth to 5 years of age).

The Family Support Studies (FSS) specialization is designed for practitioners in early intervention, parental support, and education (the lifespan) who are focused on the functionality of children and families as they transition from one complex situation to the next.

Program Goals/Learning Outcomes
A graduate of this program will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve problematic situations in the work setting.
- Articulate and apply the process and dynamics involved in the development of public policy and political advocacy.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in one's respective professional field.
- Demonstrate an understanding and appreciation of the importance of cultural competency and diversity in working with children, youth, and families in human services agencies.

Instructional Delivery System
Students in this program will receive instruction from qualified faculty, offered at a distance in a guided study format (see cohort schedules and study guides). Instruction is provided via WebCT, email, the Internet, and on-site during summer instruction. All course assignments are related to the student's job responsibilities.

Transfer of Credit
Forty credits of graduate work must be completed for the master of science degree with a specialization in child and youth care administration, early childhood education administration, and family support studies. Transfer of graduate-level credits, up to a maximum of six semester hours from an accredited institution (with a grade of A or B), may be allowed upon approval of the program director. These credits must have been earned within the past 5 years.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Program Completion Timeline
This 40-credit hour program can be completed in as little as 18 months, but it must be completed within five years. Students who are unable to complete all degree or program requirements within the established timeframe are subject to dismissal from the program.

Program Completion Requirements
In order to graduate, students are required to maintain a 3.0 grade point average and must successfully complete three 9-credit modules, one 6-credit module, a 7-credit practicum for a total of 40 credits, and apply for degree conferral.

Program of Study
Graduates of this program will earn a master of science degree with a specialization in one of the following areas: (a) Child and Youth Care Administration, (b) Early Childhood Administration, or (c) Family Support Studies.

Child and Youth Care Administration

MODULE I: Foundations for Therapeutic Programs for Children and Youth

THER	501	Developmental Foundations for Child and Youth Care Practices	3
THER	502	Theories and Strategies for Behavior Change in Programs for Children and Youth	3
THER	503	Design and Management of Therapeutic Environments for Children and Youth	3

MODULE II: Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation

MGTR	505	Program Evaluation for Child and Youth Care Administrators	3
MGTR	525	Legal Aspects of the Management of Programs for Children and Youth	3
MGTR	545	Financial Aspects of the Management of Programs for Children and Youth	3

MODULE III: The Administration of Programs for Children and Youth

ADMR	500	The Development and Acquisition of Resources for Child and Youth Care Programs	3
ADMR	520	The Elements and Styles of Leadership for Child and Youth Care Administrators	3
ADMR	550	Supervision Methods and Approaches for Child and Youth Care Administrators	3

MODULE IV: The Profession and Public Policy in Child and Youth Care (Summer Instruction)

POLR	510	The Profession for Child and Youth Care Administrators	3
POLR	565	Public Policy and the Child and Youth Care Field for Program Administrators	3

PRACTICUM REQUIREMENTS

PRAR	689	Practicum Proposal	3
PRAR	691	Practicum Report	4
		Total Credits for Degree Completion	**40**

Early Childhood Administration

MODULE I: Foundations of Early Childhood Development

DEVE	511	Developmental Foundation for Early Childhood	3
DEVE	512	Approaches to Individualized Instruction in Early Childhood Education	3
DEVE	513	Curriculum Design	3

MODULE II: Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation

MGTE	505	Program Evaluation for Early Childhood Administrators	3
MGTE	525	Legal Aspects of the Management of Early Childhood Programs	3
MGTE	545	Financial Aspects of the Management of Programs for Young Children	3

MODULE III: The Administration of Programs for Young Children

ADME	500	The Development and Acquisition of Resources for Early Childhood Programs	3
ADME	520	The Elements and Styles of Leadership for Early Childhood Administrators	3
ADME	550	Supervision Methods and Approaches for Early Childhood Administrators	3

MODULE IV: The Profession and Public Policy in Early Childhood Education

POLE	510	The Profession for Early Childhood Education Administrators	3
POLE	565	Public Policy and the Field for Early Childhood Education Administrators	3

PRACTICUM REQUIREMENTS

PRAE	689	Practicum Proposal	3
PRAE	691	Practicum Report	4
		Total Credits for Degree Completion	**40**

Family Support Studies

Module I: Human Growth and Development—A Transactional Perspective

DEVF	571	Adult Development	3
DEVF	572	Growth and Development of the Young Child	3
DEVL	573	Middle Childhood and Adolescence	3

Module II: Family Systems

SYSF	575	Family Systems	3
SYSF	576	Programs Models	3
SYSF	577	Parent Support and Education	3

Module III: Leadership and Family Support Services

LEDF	580	Assessment and Evaluation of Family Support Programs	3
LEDF	581	Administration and Organizational Leadership	3
LEDF	582	Supervision of Family Support Programs	3

Module IV: The Profession and Public Policy in Family Support Services

POLF	585	The Profession in the Field of Family Support	3
POLF	586	Public Policy in the Field of Family Support	3

Practicum Requirements

PRAF	689	Practicum Proposal	3
PRAF	691	Practicum Report	4
		Total Credits for Degree Completion	**40**

Master of Science in Instructional Technology and Distance Education

The Master of Science in Instructional Technology and Distance Education (ITDE) program provides skills in distance education, instructional media, instructional design, and training. It is designed for working professionals who wish to improve teaching and training skills and for those who wish to become instructional designers, trainers, e-learning specialists, and media professionals. Classes are taught mostly at a distance, with a few classes using a blended approach that involves face-to-face instruction on a long weekend during the term, with the remainder of the instructional activities offered at a distance. Graduates of this program will earn a Master of Science in Instructional Technology and Distance Education and will be prepared to obtain positions of leadership in education and training.

Program Goals/Learning Outcomes
This program aims to impart the following skills:
- Media production and utilization skills
- Instructional design competencies
- Distance education course and program design and delivery competencies
- Instructional technology and distance education management, assessment, and evaluation abilities
- Research and evaluation competencies
- Leadership skills

Instructional Delivery System
Instruction is accomplished online using WebCT and other media.

Transfer of Credit
A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the FSEHS Office of Enrollment Services at 1750 NE 167th St.; North Miami Beach, FL 33162.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Program Completion Timeline
The program (coursework and dissertation) is designed to be completed in five (5) terms, however, students have a maximum of five years to complete the program. Students who are unable to complete all degree or program requirements within the established timeframe are subject to dismissal from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative) and (e) meet all financial obligations to the university.

Capstone
ITDE students are required to complete a portfolio project. See course descriptions and syllabi for additional information.

Program of Study
EDD	9100	Leadership Core	6
EDD	9300	Methods of Inquiry	6
EDD	7005	Instructional Media	3
EDD	8008	Principles of Instructional Technology	3
EDD	7007	Principles of Distance Education	3
EDD	8012	Managing and Evaluating ITDE	3
EDD	8123	Advanced Applications in ITDE	3
EDD	8001	Instructional Design	3
EDD	6000	Portfolio in ITDE	3
		Total Credits for Degree Completion	**33 credits**

Course descriptions for this program are listed in the Doctoral Course Descriptions section of the catalog.

Master of Science in Speech-Language Pathology

The Master of Science program in Speech-Language and Communication Disorders (SLCD) is designed to facilitate the academic and clinical education of speech-language pathologists. Within the scientifically and clinically based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster critical thinking skills. Students are motivated to analyze, synthesize, and apply academic theory to clinical practice. The philosophy enables faculty to respond to clinically diverse populations, changing trends, and issues that impact the profession. Self-assessment and lifelong learning are modeled and encouraged. Graduates of this program will earn a M.S. in Speech-Language Pathology.

Program Goals/Learning Outcomes
The SLCD graduate entering the profession will be able to do the following:
- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
- Develop and implement a plan of intervention with a variety of clinical populations.
- Evaluate and critically apply current research to determine and enhance clinical efficacy.
- Recognize and apply the knowledge of diversity across professional activities.
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
- Demonstrate the skills for lifelong learning, professional development, and self-assessment.
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

Professional Accreditation
The Master's Degree in Speech-Language Pathology, offered through the Fischler School of Education and Human Services, is approved by the Florida Department of Education, the Nevada Department of Education, and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Instructional Delivery System
The master's program operates year-round and is divided into three semesters. Semesters begin in August, January, and May. Academic courses are offered primarily in the evenings. Clinical labs and externships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full-time participation to two externship experiences. Occasionally, some classes are delivered in week-long formats in intercessions scheduled twice a year. Online students are required to attend SLP 6078 Technology Applications in Communication Sciences and Disorders, a 0-credit course, as their first course in the program.

New Student Orientation
New students must attend a mandatory orientation meeting on campus. Students are responsible for any expenses that may be incurred in order to attend. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Speech-Language and Communication Disorders and participate in speech and hearing screenings, and meet some of the faculty. Students will have received their plans of study, submitted their registration and tuition, and purchased the required Publication Manual of the American Psychological Association (APA), Fifth Edition, prior to the orientation meeting. Students should review the SLCD Web site *(www.schoolofed.nova.edu/slp)* and are responsible for familiarizing themselves with all of the departmental policies and procedures. Students are required to sign a form reflecting knowledge of the online student handbook.

Student Insurance
All students are required to have liability insurance for the duration of enrollment in the Programs in Speech-Language and Communication Disorders (including prerequisite courses). Each student will be charged $10 per term for coverage under the program insurance plan. Insurance will be renewed annually by the program.

Background Check
Students accepted into the SLCD program will have a criminal background check in preparation for clinical placements.

Clinical Practica
The clinics for Speech-Language and Communication Disorders are located on the NSU campus and in various locations. Students will have opportunities to work with clients in various sites. To count clinical practicum clock hours toward American Speech-Language-Hearing Association (ASHA) certification, the student must receive a practicum grade of 3.5 or higher with each clinical assignment. Clinical practicum hours that receive a grade below 3.5 will not be approved through supervisory signature for that particular clinical assignment. Approximately 300 off-campus sites are affiliated and used for off-campus clinical and externship placements. Students are not permitted to make their own clinical and externship arrangements.

Transfer of Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has submitted a written request for consideration with the director of the program or his/her designee. The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies. Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, and ASHA Council on Academic Accreditation (CAA) accredited programs on the graduate level, will be considered for transfer credit into the master's program. No more than nine semester hours of credit may be transferred into the master's degree program. In order to be considered for transfer credit, a grade of B or better must have been recorded for each course. No clinical course credits will be allowed to transfer.

Transfer credits must have been earned within five years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required. Students enrolled in the program who wish to take a course at another university must have prior approval by either the program director, or his/her designee.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Students holding a master's degree in audiology and who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

SLCD Fees

Students enrolled in the SLCD program are subject to the following additional fees.

Lab: Students enrolling in clinical classes (SLP 6005, 6101, 6102, 6110, 6120, and 6130) pay a $200 fee per lab class.

Change of Registration: $100 per transaction (Add/Drop fee)

Out-of-State Externship Fee: $750 for each clinical lab experience and each externship (over and above tuition and lab fee). This fee applies to externship assignments within the continental United States.

Out-of-Tricounty-Area Clinic (in Florida) Lab and Extern Fees: $200 over and above tuition and lab fees

Deposit Policy

Applications are brought before the Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of $500 will be required as confirmation of acceptance.

Deposit schedule is: July 1 for students admitted for fall; November 1 for students admitted for winter; February 1 for students admitted for spring. The $500 deposit will be applied to the first semester's tuition. Failure to enroll in the program will result in forfeiture of the deposit. If the deposit has not been received by the required dates, the student will forfeit his or her acceptance. Students wishing to attend the program at a later date must reapply for admission and will be governed by the policies in place at that time.

Program Completion Timeline

The master's program may be completed in as little as eight semesters but must be completed within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the Student Professional Academic Review Committee (SPARC) for an extension. Requests will be taken under special consideration by the committee and may not be approved. Students who are unable to complete all degree or program requirements within the established timeframe are subject to dismissal from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Capstone review course, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative) (e) earn a grade of Pass on the portfolio, and (f) meet all financial obligations to the university.

Certificate of Clinical Competence

This program is designed to prepare students to meet the standards put in place by the ASHA Council on Academic Accreditation in order to acquire a Certificate of Clinical Competence in Speech-Language Pathology. A comprehensive list of ASHA standards is available online at
http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm.

Program of Study

Prerequisite Courses

SLP	5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3
SLP	5002	Phonetics	3
SLP	5003	Neuroanatomy and Physiology	3
SLP	5004	Hearing and Speech Science	3
SLP	5005	Speech and Language Development	3
SLP	5007	Directed Observation	1
SLP	5008	Evaluation of Speech-Language Disorders	3
SLP	5010	Treatment of Speech and Language Disorders	3
SLP	5300	Audiology	3
SLP	6310	Aural Rehabilitation	3

Core Courses

SLP	6000	Differential Diagnosis of Language and Speech Disorders	3
SLP	6011	Language and Learning Disabilities in School-age Children and Adolescents	3
SLP	6012	Communication Disorders in Infancy through Preschool Age	3
SLP	6015	Clinical Processes	3
SLP	6020	Language Disorders in Adults	3
SLP	6025	Augmentative and Alternative Communication	3
SLP	6030	Voice Disorders	3
SLP	6040	Fluency	2
SLP	6050	Motor Speech Disorders	3
SLP	6055	Dysphagia	3
SLP	6060	Phonological Disorders	3
SLP	6070	Research Methods in Speech-Language Pathology	3
SLP	6075	Seminar in Professional Issues	3
SLP	6078	Technological Applications in CSD	0
SLP	6091	Multicultural and Counseling Issues	3

Elective Courses

Six elective credits must be selected.

SLP	6014	Autism Spectrum Disorders	3
SLP	6021	Cognitive Communication Disorders	3
SLP	6022	Program Development for Individuals with AAC Needs	1
SLP	6023	Advanced AAC Technology	1
SLP	6024	Promoting Literacy in Individuals with Significant Communication Difficulties	1
SLP	6026	AAC Assessment	1
SLP	6027	AAC Strategies for the Beginning Communicator	1
SLP	6028	Low-Tech Communication Aids	1
SLP	6029	AAC in the Curriculum	1
SLP	6031	AAC Application Following Stroke	1
SLP	6035	Seminar in Voice Disorders	2
SLP	6037	Craniofacial Anomalies	3
SLP	6057	Medical Aspects of Communication Disorders	3
SLP	6077	Principles in Supervision	3
SLP	6080	Directed Research	1–6 Cr
SLP	6201, 6202	Special Topics	1–3 Cr
SLP	6203	Organization and Management of School-Based SLP Programs	3

Labs and Externships (Required)

SLP	6005	Diagnostics Lab	1
SLP	6101	Clinical Lab 1	1
SLP	6102	Clinical Lab 2	1
SLP	6110	Externship	1
SLP	6120	School Externship, K–12 -or-	1
SLP	6130	Pediatric Externship—Non-school Setting	1

Capstone (Required)

SLP	6200	Capstone	0

	Total Credits for Degree Completion (plus prerequisites)	**52**

Collaborative Master's Degree Programs

The Fischler School of Education and Human Services (FSEHS) offers a variety of programs/specialization areas through collaborative initiatives with other institutions at Nova Southeastern University (NSU). Our partnerships with NSU's Counseling Studies Institute, Criminal Justice Institute, and Graduate School of Humanities and Social Sciences allows us to add yet another dimension to our innovative programs and furthers our commitment to staying Ahead of the Curve.

Following is a list of the FSEHS collaborative programs. Please view program details at the Web addresses provided.

Center for Psychological Studies
www.cps.nova.edu
Master of Science in School Guidance and Counseling
Specialist Program (Psy.S.) in School Psychology

Counseling Studies Institute
www.csi.nova.edu
Master of Science (M.S.) in Counseling
Concentrations in the following areas:
 Advance Applied Behavior Analysis
 Applied Behavior Analysis
 Mental Health Counseling
 Substance Abuse Counseling
 Substance Abuse Counseling and Education

Criminal Justice Institute
www.cji.nova.edu
Master of Science (M.S.) in Criminal Justice
Specializations in the following areas:
 Child Protection and Juvenile Justice
 Substance Abuse

Graduate School of Humanities and Social Sciences
www.nova.edu/shss
Master of Science (M.S.) in Cross Disciplinary Studies
Concentration in Education

Shepard Broad Law Center
www.nsulaw.nova.edu/online/msedl
Master of Science (M.S.) in Education Law

Fischler School of Education and Human Services

Educational Specialist Programs

Educational Specialist

The Fischler School of Education and Human Services offers the following Educational Specialist programs:

Graduate Teacher Education Program (GTEP) – Educational Specialist with Specializations in:
Computer Science Education
Curriculum and Teaching
Early Literacy and Reading
Educational Leadership
Educational Media
Elementary Education
Gifted Education
Management and Administration of Educational Programs
Mathematics
Reading
Science Education

National Graduate Teacher Education Online (NGTE) Program – Educational Specialist with Specializations in:
Curriculum/Instruction Management and Administration
Technology Management and Administration

Educational Specialist with a Specialization in Brain Research (BrainSMART® Instructional Leadership) Program

Graduate Teacher Education Program (GTEP)

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. The program's focus is on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to impact the program, enabling our students to obtain their degrees in new and exciting ways, and from virtually any location.

The Ed.S. Graduate Teacher Education Program offers individuals with a master's degree various opportunities to meet their educational, career, and professional goals. All GTEP programs share a common instructional system and mission, but they are designed to meet different needs. The program goals are to prepare educators to meet the challenges of their profession and to reinforce the importance of their role in rapidly changing political, economic, and social environments.

Program Goals/Learning Outcomes

Before the point of graduation, GTEP students will provide evidence of:
1. Competence in the Educator Accomplished Practices / INTASC Core Standards at the preprofessional level.
2. Demonstration of content area competencies and skills.
3. Proficiency in using technology to access information.
4. Proficiency in applying theoretical and practical knowledge obtained in coursework through field experiences.
5. Reflection on professional practices at the preprofessional level.

Instructional Delivery System

GTEP offers programs in education delivered through various methods. These include traditional classroom instruction, online instruction, and blended (onsite/online) models. All students will have access to the university's library services and instructional systems.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the Dean of Academic Affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Enrollment Services Representative (ESR) has given written approval for the transfer of credit.

No transfer of credit will be allowed for the following courses:

- Core courses—CUR 526 and EDU 708
- Applied Field Experience Selections—Administrative Internship, Educational Applied Research, Supervised Teaching Internship, or Teacher Leadership Institute

Credits transferred in will decrease the overall total credits required for degree programs, but they will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage may change, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional certification coverage consult an enrollment services representative concerning current state policies that may affect transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Program Completion Timeline

GTEP allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were completed, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established timeframe are subject to dismissal from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative) and (e) meet all financial obligations to the university.

Programs of Study

The chart below is intended as a guide to help students choose a program that will satisfy their academic or professional goals. Students who are not seeking certification or licensure may take any of the Ed.S. programs as non-certification programs, as long as they meet general GTEP admission requirements.

Specialization Area	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
Computer Science Education				x
Curriculum and Teaching				x
Early Literacy and Reading				x
Educational Leadership	x	x		
Educational Media				x
Elementary Education				x
Gifted Education				x
Management and Administration of Educational Programs				x
Mathematics				x
Reading				x
Science Education				x

Additional certification areas are available at the master's level.

Below are sample curricula for each of the GTEP Ed.S. specialization areas. The outlines do not necessarily reflect the recommended course sequence and outlines are subject to change. The course names listed within the outlines may be abbreviated. Please consult an Enrollment Services Representative for most updated curriculum information.

Computer Science Education

EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	704	Comparative Education Systems*	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices*	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation & Assessment Practices	3
CSE	720	Current Research in Computer Science Education and Technology Systems	3
CSE	730	Programming Languages for Instruction	3
CSE	738	Computer Science Learning Facilities Design and Maintenance	3
CSE	760	Computer Science Education and Distance Learning	3
CSE	765	Leadership in Computer Science Education	3
CSE	770	Survey of Programming Languages	3
APR	650	Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Curriculum and Teaching

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	704	Comparative Education Systems	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	722	Effective Teacher Behaviors	3
EDU	723	Values, Ethics, Character Education	3
EDU	724	Critical and Creative Thinking Processes in the K-12 Classroom	3
EDU	725	Models Teaching Curriculum	3

EDU	726	Issues Curriculum Teaching	3
EDU	727	School Leadership Roles	3
APR	750	Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Early Literacy and Reading

EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	702	Curriculum Trends and Innovations -or- EDU 704 Comparative Education Systems	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
LTRC	704	Research in Language and Literacy Development: Social and Cultural	3
LTRC	711	Assessment in the Early Literacy and Reading Classroom	3
LTRC	712	Play, Culture, and Emergent Literacy	3
LTRC	716	Curricular Approaches and Prescriptive Instruction in Early Literacy Programs	3
LTRC	722	Research in Oral and Written Language Development	3
LTRC	735	Advanced Seminar in Children's Literature	3
RED	587/588	Supervised Reading Practicum** (required for students pursuing the endorsement in Reading) -or- APR 750 Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Educational Leadership

EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education* -or- EDU 714 Families, Schools, and Communities: Ethical Issues and Practices*	3
EDL	500	Communication and Supervision in Educational Leadership Roles	3
EDL	505	Educational Budgeting and Finance	3
EDL	510	School Leadership	3
EDL	520	School Law for Administrators	3
EDL	525	Personnel Selection and Development	3
EDL	530	Organizational Management of Schools	3
EDL	550	Electronic Tools for Educational Leaders	3
EDU	702	Curriculum Trends and Innovation	3
EL	600	Seminar in the Knowledge Base of Educational Leadership**	3
EL	699	Administrative Internship**	6
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Educational Media

EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	704	Comparative Education Systems	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation & Assessment Practices	3
EM	710	Current Research in Educational Media	3
EM	720	Instructional Models for Educational Media Center	3
EM	728	Educational Media Center Facilities Design and Maintenance	3
EM	730	Electronic Resources and Systems in Educational Media Centers	3
EM	735	Leadership in Educational Media Settings	3
EM	740	Evaluation of Educational Media Centers and Services	3
APR	650	Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Elementary Education

EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	702	Curriculum Trends and Innovation	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
ELE	712	Mathematical Reasoning and Problem Solving in the Elementary Classroom	3
ELE	715	Critical Thinking in the Elementary Classroom	3
ELE	714	Teaching for Multicultural Understanding in the Elementary Social Studies Classroom	3
ELE	711	Literacy: Theory and Practice in the Elementary Classroom	3
ELE	713	Scientific Inquiry and Discovery in the Elementary Classroom	3
ELE	716	Creative Thinking in the Elementary Classroom	3
APR	750	Field-Based Project	3
		Total Credit s Required for Degree Completion	**36**

*   Program Prerequisite

Gifted Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	702	Curriculum Trends and Innovation	0
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	756	Administration of Gifted Programs	3
EDU	759	Critical Thinking for Gifted Students	3
EDU	761	Independent Study for Research on Gifted	3
EDU	757	Designing Curriculum for the Gifted	3
EDU	762	Applied Research Project in Gifted Education	3
EDU	760	Gifted Students in the Regular Classroom	3
APR	750	Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course requires prerequisite.

Management and Administration of Educational Programs

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education* -or- EDU 714 Families, Schools, and Communities: Ethical Issues and Practices*	3
EDU	702	Curriculum Trends and Innovations	3
EDL	706	Financing Educational Programs	3
EDL	711	Managing and Leading Educational Programs	3
EDL	721	Education Laws and Policies for Managers	3
EDL	731	Organizational Management of Educational Programs	3
EDL	741	Management of Support Programs	3
EDL	761	Educational Program Safety Assessment	3
EDL	746	Managing the School Improvement Process	3
EDL	726	Human Resource Management of Educational Programs	3
EDL	798	Internship in Management of Educational Programs**	6
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Student must complete 24 credit hours of coursework prior to applying for EDL 798. In addition, EDL 798 requires the approval of the Administrator of Educational Leadership Internship. See Web site for application (*www.schoolofed.nova.edu/edleader*).

Mathematics Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education*	3
EDU	702	Curriculum Trends and Innovation	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
MAT	704	Algebra for Teachers	3
MAT	705	Advanced Problem-Solving Strategies for Teachers	3
MAT	701	Creative Geometry for the Classroom	3
MAT	700	Incorporating Calculus Ideas in the Classroom	3
MAT	702	Probability and Statistics for the Educational Specialist	3
MAT	680	The K – 12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity	3
MAT	711	How to Obtain Funding in Mathematics Through Grants and Sponsorship***	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
***   Capstone Course.

Science Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	708	Research and Design in Education	3
EDU	702	Curriculum Trends and Innovation	3
EDU	714	Families, Schools, and Communities: Ethical Issues and Practices	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
SCI	651	Technology in Science Education	3
SCI	652	Cognitive Science and Science Education	3
SCI	653	Innovative Solutions in Science Education	3
SCI	661	Modern Cosmology and Physics for Science Teachers	3
SCI	662	The History and Philosophy of Science and Technology	3
SCI	663	The Professional Science Educator	3
APR	750	Field-Based Project	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite

National Graduate Teacher Education Online (NGTE) Program

As a component of the Fischler School of Education and Human Services within Nova Southeastern University, the National Graduate Teacher Education Online Program is dedicated to quality educational practice, fulfilling the needs of the learning community, and providing positive and meaningful adult learning experiences. The purpose of the National Graduate Teacher Education Online Program is to provide quality distance education through the use of research, guided activities, and practical experience to a diverse population of professional educators.

NGTE provides a virtual learning community that is consistent with the mission of Nova Southeastern University in providing educational programs of distinction at times and in locations convenient to the learner and promoting an atmosphere of creativity and innovation using technology where appropriate.

Nova Southeastern University is fully accredited by the Southern Association of Colleges and Schools (SACS). NGTE programs are aligned with appropriate national standards. Because our students come from many states as well as areas outside the United States, these programs are not developed in accordance with any particular state certification requirements.

NGTE program participants should contact their state department of education for guidance in obtaining certification or licensure, or contact their local school district for approval in fulfilling district-level incentive programs. Certification requirements vary by state and district. **Completion of an NGTE program of study does not guarantee certification**.

Program Goals/Learning Outcomes

Upon completion of the program, NGTE graduates will be able to

- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from their course content and research to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System

NGTE online education courses are conducted entirely through the Internet, allowing students to receive and submit coursework and interact with participants and professors via computer and Internet access. Participants log in to the course management system to complete activities and assignments and interact with the professor and other students in the class. Campus attendance is not required. All registration, correspondence, and course participation are conducted electronically.

Students admitted to the NGTE Online Program are assigned to a cluster. Each cluster is comprised of a group of students from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components together. Students follow a clearly established program of study for the specialization and must comply with program requirements for degree candidacy and completion. Clusters sometimes form study groups that meet electronically between class sessions, seminars, and during online classes to discuss assignments and to facilitate student progress. Each cluster operates under the direction of a Field Associate. The Field Associate, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support students in their academic pursuits. Clusters begin Fall 1, Winter 1, or Summer 1 as enrollment demands. Students can complete their program in 3 terms. Each of these terms (Fall, Winter, and Summer) comprises two sessions: Fall 1 and 2, Winter 1 and 2, and Summer 1 and 2. Students take 2 courses per session. All NGTE courses are six weeks in length.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the Dean of Academic Affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Enrollment Services Representative (ESR) has given written approval for the transfer of credit.

No transfer of credit will be allowed for the following courses:

- Core courses—CUR 526 and EDU 708
- Applied Field Experience Selections—Administrative Internship, Educational Applied Research, Supervised Teaching Internship, or Teacher Leadership Institute

Credits transferred in will decrease the overall total credits required for degree programs, but they will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage may change, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional certification coverage consult an enrollment services representative concerning current state policies that may affect transfer of credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

How to Join a Cluster
For assignment to a cluster, online degree-seeking students must do the following:
1. Complete and submit the application for admission and application fee.
2. Upon admission, contact the Field Associate for their desired specialty area.
3. Register prior to the registration deadline of the term their assigned cluster is to begin.

Program Completion Timeline
NGTE clusters are designed to allow students to complete their program requirements within a 12- to 14- month timeframe. If students require a leave of absence, they will have to leave their cluster and rejoin another cluster when they are ready to return. Under such circumstances, NGTE allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the maximum five-year timeframe are dismissed from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete all testing requirements for their given program, if any (see Enrollment Services Representative) and (d) meet all financial obligations to the university.

Concentration/Specialization Areas
Graduates of this program will earn an Educational Specialist (Ed.S.) degree in one of the following specialization areas:
Curriculum/Instruction Management and Administration
Technology Management and Administration

Programs of Study
Below are sample curricula for each of the NGTE Ed.S. specialization areas. The outlines reflect the required course sequence. Students should register for the entire term (session 1 and 2) at the beginning of the registration period. Outlines are subject to change. Students should contact their Field Associate for the most updated curriculum information.

Ed.S.—Curriculum/Instruction Management and Administration

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
NGTE	700	Educational Inquiry and Electronic Research Technologies	3
CIMA	702	Curriculum and Instruction Trends and Issues	3
Term 1 Session 2			
NGTE	705	Today's Educational Leader	3
NGTE	706	Managing Change in the Educational Environment	3
Term 2 Session 1			
NGTE	715	Educational Diversity and Community	3
CIMA	712	Curriculum and Instruction Management	3
Term 2 Session 2			
CIMA	717	Curricular Product Evaluation	3
GRA	710	Grantwriting	3
Term 3 Session 1			
CIMA	707	Focus on the Future: Reconceptualizing Curriculum	3
NGTE	720	Seminar in Program Synthesis (Capstone)	3
		Total Credits for Degree Completion	**30**

* Program Prerequisite.

Ed.S.—Technology Management and Administration

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
<u>Term 1 Session 1</u>			
NGTE	700	Educational Inquiry and Electronic Research Technologies	3
TMA	701	Educational Technology Trends and Issues	3
<u>Term 1 Session 2</u>			
NGTE	705	Today's Educational Leader	3
NGTE	706	Managing Change in the Educational Environment	3
<u>Term 2 Session 1</u>			
NGTE	715	Educational Diversity and Community	3
TMA	711	Educational Technology Project Management	3
<u>Term 2 Session 2</u>			
GRA	710	Grantwriting	3
TMA	716	New Technologies: Selection and Evaluation	3
<u>Term 3 Session 1</u>			
TMA	721	Distance Learning: Systems and Methods	3
NGTE	720	Seminar in Program Synthesis (Capstone)	3
		Total Credits for Degree Completion	**30**

* Program Prerequisite.

Educational Specialist with a Specialization in Brain Research (BrainSMART® Instructional Leadership)

The BrainSMART® Instructional Leadership (BIL) program is a distance education degree program designed for teacher leaders, educators in all disciplines, district administrators, and school personnel who have already earned their master's degree and want to move their professional skills to the next level without leaving their homes and schools. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, instructional leadership, and cognition can be translated into best practices in the classroom and on a schoolwide basis. Graduates of the BIL program will earn an Educational Specialist (Ed.S.) with a specialization in Brain Research. **The BIL program is not a certification/licensure program.**

Program Goals/Learning Outcomes
Upon completion of the program, BIL graduates will be able to do the following:
- Demonstrate an understanding of how the human brain functions within the context of instructional leadership
- Discover what current research suggests are the keys to increasing student learning and achievement
- Create a deeper understanding of how mental models govern what educators think and do within the school environment
- Construct a practical framework for teacher leadership with the goal of improving student learning in schools through differentiated instruction
- Analyze current trends and innovations in the areas of curriculum, research, human development, evaluation and assessment
- Enhance teacher leadership through the creation of a plan for systemic change in a school or school system

Instructional Delivery System
BIL students use a combination of user-friendly distance education technologies and high-quality materials to complete the assignments in each of their courses. Online facilitators and peers provide a strong support network throughout the program of study. Students typically spend at least six hours per week completing assignments, readings, chats, and discussions.

Transfer of Credit
The transfer of credits is not accepted in the Educational Specialist with a Specialization in Brain Research (BrainSMART Instructional Leadership) program.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Program Completion Timeline
Students typically complete the program in 14 months of study, however, students are allowed up to five years in which to complete all degree and program requirements. The beginning of the five-year timeframe for degree or program completion is the first term during which any courses that are applied toward degree completion are taken. Students who are unable to complete all degree or program requirements within the established timeframe are subject to dismissal from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Teacher Leadership Institute and (d) meet all financial obligations to the university.

Program of Study

EDU	730	The Neurobiology of BrainSMART Instructional Leadership	6
EDU	731	Best Practices in Thinking for Leading	6
EDU	732	Differentiated Instructional Leadership	6
EDUB	702	Curriculum Trends and Innovations	3
EDUB	708	Research and Design in Education	3
EDUB	714	Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society	3
EDUB	719	Current Research in Human Development	3
EDUB	729	Evaluation and Assessment Practices	3
EDUB	799	Teacher Leadership Institute: Leading Brain-Based Change	3
		Total Credits for Degree Completion	**36**

Fischler School of Education and Human Services

Doctoral Programs

Doctor of Education

The Doctor of Education Degree Program at the Fischler School of Education and Human Services of Nova Southeastern University prepares students for leadership and lifelong learning in the fields of education and human services. The doctoral program fosters in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, and professional development. The graduates of the doctoral program will be recognized leaders in the areas of educational leadership, health care education, higher education, human services administration, instructional leadership, instructional technology and distance education, organizational leadership, special education, and speech-language pathology.

Certification/Licensure

Enrollment in the Doctor of Education (Ed.D.) does not guarantee certification or licensure at the local, regional, or state level. Students seeking certification/licensure should contact the Department of Education in the state in question to confirm certification or licensure requirements.

Program Goals/Learning Outcomes

Depth and Application of Knowledge
Graduates of the doctoral program in education and related disciplines will be able to:
1. Use appropriate technology to support assessment, communication, information access, and decision-making.
2. Apply theoretical, conceptual, and practical knowledge to improve situations in the work setting.
3. Function as leaders in the field of education and related disciplines.
4. Interpret the complex relationship of education to the community, the nation, and the world.
5. Describe historical highlights and contemporary issues in their professional field.
6. Demonstrate a multidisciplinary perspective along with more focused specialty knowledge.
7. Apply knowledge and theory to practice with competence in a specific discipline.
8. Apply basic principles of practice to specific cases

Inquiry
Graduates of the doctoral program in education and related disciplines will be able to:
1. Conduct scholarly research.
2. Locate, attend to, consider, and question information and arguments from a variety of sources including teachers, peer-reviewed literature, the Internet, media, and raw data.
3. Evaluate the validity of all sources of information.
4. Create cohesive, persuasive arguments relative to their discipline by evaluating, applying, or integrating appropriate information from various sources.

Problem Solving
Graduates of the doctoral program in education and related disciplines will be able to:
1. Identify and analyze a problem and its constituent parts.
2. Synthesize information from appropriate sources to form a deeper understanding of a problem and its relation to issues in their field.
3. Evaluate multiple perspectives and potential solutions.
4. Propose and justify the most appropriate solution to a given problem.

Communication
Graduates of the doctoral program in education and related disciplines will be able to:
1. Communicate effectively in writing using field specific terminology and conventions in a variety of forms for appropriate professional audiences.
2. Use appropriate technology to communicate effectively to the visual, aural, and other senses.
3. Demonstrate appropriate interpersonal communication skills in professional settings.
4. Incorporate and draw upon multiple cultural perspectives in written, oral, and interpersonal communications.

Professional Development
Graduates of the doctoral program in education and related disciplines will be able to:
1. Describe the various components of leadership capacity, philosophy, approaches, and styles.
2. Analyze and discuss the motivating forces of one's own behavior and perceptions.
3. Practice systematic self-assessment and reflection.
4. Identify the limitations of one's own knowledge base and the social, historical, and cultural factors that influence one's knowledge.
5. Conduct oneself according to professional and ethical standards.
6. Demonstrate commitment to life-long learning.
7. Develop an appropriate career path.

Instructional Delivery System

The required core seminars are offered in a blended, on-site, cluster-based format. For those students desiring only an online delivery format, the core seminars may also be taken online. All concentration and elective (non-research) courses are offered in an online format. Students will also be required to attend a one-week long summer conference (Conference on Global Leadership, Learning, and Research) during the first summer in which they are enrolled in the doctoral program.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the FSEHS Office of Enrollment Services at 1750 NE 167th St.; North Miami Beach, FL 33162 at the time of application to the doctoral program.

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Doctoral Program Completion Timeline (FSEHS Policy 1.02)

The Doctor of Education (Ed.D.) program is designed to be completed within three years of consecutive enrollment*. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved. All degree requirements must be completed within five years from the initial term of enrollment. Students who are unable to complete all degree requirements within five years from the initial term of enrollment will be subject to dismissal from the program at the Fischler School of Education and Human Services unless a continuing services extension is requested and approved.

Students who are unable to complete all degree requirements within five years from the initial term of enrollment due to extenuating circumstances may request a one-year continuing services extension. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. Requests for a one-year continuing services extension are submitted through the Office of Enrollment Services by utilizing the Student Online Support (SOS) link, available on the Fischler School of Education and Human Services web page at *http://www.fgsnet.nova.edu/sswr/*.

An additional and final one-year continuing services extension may be granted if approved by the Executive Dean who oversees the Office of Enrollment Services based on the following:

(a)   documentation of extenuating circumstances,
(b)   consideration of the time needed to complete any remaining degree requirements within a seven year timeframe from the initial term of enrollment.

No further continuing services extensions are available beyond the end of the seventh year from the initial term of enrollment. Students who are unable to complete all degree requirements within the established timeframes will be subject to dismissal from the program.

See FSEHS Policy 1.1.2 – Continuing Dissertation Services Fees *(http://www.schoolofed.nova.edu/oic/policy1-1-2.pdf)* for additional details.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete an applied dissertation, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative), and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation, scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2007 term must attend a DSO within the Fall 2006 term, choosing the orientation date posted in either September, October, November, or December.

Applied Dissertation

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at *www.fgse.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Programs of Study

General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (worth 33 credits) and choose one area of concentration and corresponding number of electives (worth 33 credits). Total credits required for degree completion equals 66. Course requirements for each of the concentration areas are listed after the General Program Requirements listed below.

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select any one of the following three-credit courses) — 3

ARC	8912	Statistical Methods	
ARC	8914	Measurement, Testing, and Assessment	
ARC	8915	Survey Research	
ARC	8916	Qualitative Research	
ARC	8917	Advanced Program Evaluation	
ARC	8918	Advanced Statistical Methods	
ARC	8919	Single Subject Research	
ARC	8920	Mixed Methods	

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area and Electives

Students must select one of the concentration areas listed below. Number of electives offered will vary based on the concentration chosen by the student. Total number of credits from the concentration area and electives equal 33.

Educational Leadership

General Program Requirements			**33**

Concentration Area Courses			**21**
ARC	8914	Measurement, Testing, and Assessment -or- EDD 8410 Technological Literacy for Leaders	3
EDD	8431	School Finance	3
EDD	8432	School Policy	3
EDD	8434	School Law	3
EDD	8442	Ethics and Social Responsibility	3
EDD	8472	Human Resource Development	3
EDD	8010	Curriculum and Program Development	3

Minor/Electives — **12**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion	**66**

Health Care Education

General Program Requirements			**33**
Concentration Area Courses			**18**
EDD	8020	Continuing Education for the Health Care Professions	3
EDD	8021	Contemporary Theories in Healthcare Education and Promotion	3
EDD	8022	Trends in Health Care Policy	3
EDD	8023	Ethics and Professionalism in Healthcare	3
EDD	8024	Health Care Communications	3
EDD	8025	Legal Aspects of Health Care Education	3

Minor/Electives   **15**
Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

         Total Credits for Degree Completion   **66**

Higher Education

General Program Requirements			**33**
Concentration Area Courses			**21**
EDD	8002	Surviving Change: Politics, Power, Money, and the Law	3
EDD	8010	Curriculum and Program Development	3
EDD	8007	Governance and Management in Higher Education	3
EDD	8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD	8442	Ethics and Social Responsibility	3
EDD	8510	Leading a Learning Organization	3

Choose one of the following courses (all courses listed below are worth 3 credits)   3

EDD	8031	Financing Institutions of Higher Learning
EDD	8034	Foundations, Sponsored Research, and Collaborations in Institutional Development
EDD	8060	The Design and Development of Alumni Affairs Programs
EDD	8061	Targeting Our Students: The Dynamics of Student Services
EDD	8410	Technological Literacy for Leaders
EDD	8472	Human Resource Development
EDD	9810	Contemporary Challenges in Higher Education Leadership

Minor/Electives   **12**
Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

         Total Credits for Degree Completion   **66**

Human Services Administration

General Program Requirements			**33**
Concentration Area Courses			**18**
EDD	8601	Human Services Leadership: Administration, Management, and Policy Development of Human Services Agencies and Programs	3
EDD	8602	Developing Human Services in the Context of the Family and the Community	3
EDD	8472	Human Resource Development	3
EDD	8604	Human Services and the Law	3
EDD	8605	Human Services Organizational Theory and Behavior	3
EDD	8606	Special Topics in Human Services	3

Minor/Electives   **15**
Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

         Total Credits for Degree Completion   **66**

Instructional Leadership

General Program Requirements			**33**

Concentration Area Courses			**18**
EDD	8110	Assessment Literacy	3
EDD	8111	Communities of Practice	3
EDD	8112	Assessment Centered Curriculum Design	3
EDD	8113	Instructional Leadership	3
EDD	8114	Professional Development	3
EDD	8115	Understanding Change	3

Minor/Electives   **15**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   **66**

Instructional Technology and Distance Education

General Program Requirements			**33**

Concentration Area Courses			**24**
EDD	7005	Instructional Media	3
EDD	7007	Principles of Distance Education	3
EDD	8001	Instructional Design	3
EDD	8006	System Analysis and Design	3
EDD	8008	Principles of Instructional Technology	3

Choose any three courses below (each course listed below is worth 3 credits)			9
EDD	8012	Managing and Evaluating ITDE	
EDD	8119	Contemporary Issues in ITDE	
EDD	8120	Perspectives in ITDE	
EDD	8121	Advanced Instructional Design	
EDD	8122	Professional Practice in ITDE	
EDD	8123	Advanced Applications in ITDE	
EDD	8124	Theories of Learning	

Minor/Electives   **9**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   **66**

Organizational Leadership

General Program Requirements			**33**

Concentration Area Courses			**18**
EDD	8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD	8125	Leadership Development through Theory and Practice	3
EDD	8442	Ethics and Social Responsibility	3
EDD	8472	Human Resource Development	3
EDD	8510	Leading a Learning Organization	3
EDD	8511	Leading for Change	3

Minor/Electives   **15**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   **66**

Special Education

General Program Requirements   **33**

Concentration Area Courses   **21**

EDD	8010	Curriculum and Program Development	3
EDD	8401	Special Education Law and Policy	3
EDD	8405	Collaboration and Consultation	3
EDD	8407	Assessment & Evaluation of Special Needs: Cognitive Domains -or- EDD 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains	3
EDD	8409	Multicultural Issues in Special Education	3

Choose any two courses below (each course listed below is worth 3 credits)			6
EDD	7042	Advanced Applications in Technology in CSD	
EDD	8124	Theories of Learning	
EDD	8402	Families, the Law, and Exceptionalities	
EDD	8403	Conferencing with Parents and Families of Individuals with Disabilities	
EDD	8404	Organization and Administration of Special Education Programs	
EDD	8406	Transition, Career Development, and Independent Living	
EDD	8411	Issues in Special Education Administration	

Minor/Electives   **12**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

                Total Credits for Degree Completion   **66**

Speech-Language Pathology

General Program Requirements   **33**

Concentration Area Courses   **24**

ARC	8917	Advanced Program Evaluation	3
EDD	7040	Clinical Supervision	3
EDD	8472	Human Resource Development	3
EDD	7042	Advanced Applications in Technology in Communication Sciences and Disorders	3
EDD	7043	Regulatory, Legislative, and Educational Trends in CSD	3
EDD	8025	Legal Aspects of Health Care Education -or- EDD 8402 Families, the Law, and Exceptionalities	3
EDD	8031	Financing Institutions of Higher Learning	3
EDD	8442	Ethics and Social Responsibility	3

Minor/Electives   **9**

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

                Total Credits for Degree Completion   **66**

Minors

Adult Education

EDD	7710	Principles and Theories of Adult Education	3
EDD	7711	History and Philosophy of Adult Education	3
EDD	7712	Contextual Issues Affecting Adult and Continuing Education	3
EDD	7713	Adult Development and Learning Styles	3
EDD	7714	Adult and Continuing Education Program Planning	3
		Total Credits for Minor	**15**

Autism

Choose any five of the following courses

EDD	8801	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders	3
EDD	8802	Seminar in the Nature of Students with Autism Spectrum Disorders	3
EDD	8803	Advanced Topics in Assessment of Students with Autism Spectrum Disorders	3
EDD	8804	Advanced Topics in Interventions for Students with Autism Spectrum Disorders	3
EDD	8805	Seminar in Professional Issues in Leading Programs for Students with Autism	3
EDD	8806	Special Topics Across the Life Span for Individuals with Autism	3
		Total Credits for Minor	**15**

Brain-Based Leadership

EDD	8260	Linking Leadership to Brain Research	3
EDD	8261	The Neuroscience of Everyday Leadership	3
EDD	8262	Rewiring the Organizational Brain	3
EDD	8263	Improving Thinking Power in Organizations	3
EDD	8264	Engaging the Brain Power of Organizations	3
		Total Credits for Minor	**15**

Conflict Resolution

EDD	7810	The Nature of Conflict in Society	3
EDD	7811	Theories and Principles of Conflict Resolution	3
EDD	7812	Strategies and Models of Mediation and Negotiation	3
EDD	7813	Managing Organizational Conflict	3
EDD	7814	Special Topics in Conflict Resolution	3
		Total Credits for Minor	**15**

Curriculum Development

EDD	7912	Curriculum Articulation	3
EDD	7913	Curriculum Renewal	3
EDD	7914	Curriculum Teaching and Technology	3
EDD	8010	Curriculum and Program Development	3
EDD	8124	Theories of Learning	3
		Total Credits for Minor	**15**

Early Childhood

EDD	8611	Best Practices in Programs for Young Children: Pedagogical Applications	3
EDD	8612	Critical Issues in Early Childhood Education in the Global Village	3
EDD	8613	Families, Children, and Communities in a Multicultural and Diverse Society	3
EDD	8614	Current Trends and Issues in Curricular Theory in Early Childhood Education	3
EDD	8616	Cultural Perspectives and Influences on Child Development	3
		Total Credits for Minor	**15**

Gerontology

Choose any five of the following courses

EDD	7607	Concepts and Controversies in Aging	3
EDD	7608	Humanities and Aging: An Exploration of Human Potential for Late Life Development	3
EDD	7609	The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory	3
EDD	7610	Social Gerontology: The Sociology of Aging	3
EDD	7611	Aging and Ethnicity	3
EDD	7612	Biology of Human Aging	3
		Total Credits for Minor	**15**

Human Resource Development

EDD	8472	Human Resource Development	3
EDD	8570	Principles and Theories of Organizational Development	3
EDD	8571	Principles and Theories of Training and Development	3
EDD	8572	Principles of Organizational Synergy in Human Resource Development	3
EDD	8574	Strategies and Practices for Organization Outcomes Evaluation	3
		Total Credits for Minor	**15**

School Business Leadership

Choose any five of the following courses

EDD	8750	School Business Management	3
EDD	8751	Operational Planning and Budgeting in Schools	3
EDD	8752	Accounting, Auditing and Reporting for School Districts	3
EDD	8753	Facility Operations Management	3
EDD	8754	Maintenance and Operation of Ancillary Services in School Systems	3
EDD	8755	Advanced Budgeting, Planning and Evaluation in Schools	3
		Total Credits for Minor	**15**

Urban Education

EDD	8490	Culture of Urban Schools	3
EDD	8491	Economics of Urban Education	3
EDD	8492	Educational Policy and the Politics of Urban Education	3
EDD	8493	Historical Context of Contemporary Urban Schools	3
EDD	8494	Teaching, Learning, and Curriculum in Urban Contexts	3
		Total Credits for Minor	**15**

Doctoral Program in Speech-Language Pathology (SLP.D.)

The doctoral program in Speech-Language Pathology (SLP.D.) is designed to foster the continued academic education of speech-language pathologists pursuing an advanced, professional doctoral degree. Within the scientifically-based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster knowledge, leadership, and problem-solving skills. Doctoral students are encouraged to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation process. The program fulfills a commitment to society by providing practicing clinicians a variety of forums to keep their knowledge base current by allowing a flexible schedule for obtaining doctoral education and providing an environment that nurtures the development of current practitioners and future leaders.

Program Goals/Learning Outcomes
The SLP.D. graduate entering the profession will be able to do the following:
- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
- Develop and implement a plan of intervention with a variety of clinical populations.
- Evaluate and critically apply current research to determine and enhance clinical efficacy.
- Recognize and apply the knowledge of diversity across professional activities.
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
- Demonstrate the skills for lifelong learning, professional development, and self-assessment.
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

Instructional Delivery System

The Cohort Concept
The SLP.D. program represents an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction in the doctoral program takes place during weekend seminars, on campus or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 20 speech-language pathology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort facilitator/administrator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

The Distance Cohort
Students who are unable to attend an on-campus cohort, due to geographic remoteness or other career/family constraints may elect to access the post-master's SLP.D. program through a distance cohort. This group will receive on-campus orientation and instruction during a five-day weekend at the outset of the program and will attend the on-campus Summer Instruction held during one summer in the program. All other instruction will be delivered through electronic communication and technologies into the student's homes or office or to a group distance site.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Enrollment Services Representative), and (e) meet all financial obligations to the university.

Transfer of Credit
A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the doctoral programs' degree requirements. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Speech-Language and Communication Disorders. Current doctoral candidates should request and receive prior written approval from the associate dean of speech programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Doctoral Program Completion Timeline (FSEHS Policy 1.02)

The Doctor of Education (Ed.D.) program is designed to be completed within three years of consecutive enrollment*. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved. All degree requirements must be completed within five years from the initial term of enrollment. Students who are unable to complete all degree requirements within five years from the initial term of enrollment will be subject to dismissal from the program at the Fischler School of Education and Human Services unless a continuing services extension is requested and approved.

Students who are unable to complete all degree requirements within five years from the initial term of enrollment due to extenuating circumstances may request a one-year continuing services extension. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. Requests for a one-year continuing services extension are submitted through the Office of Enrollment Services by utilizing the Student Online Support (SOS) link, available on the Fischler School of Education and Human Services web page at *http://www.fgsnet.nova.edu/sswr/*.

An additional and final one-year continuing services extension may be granted if approved by the Executive Dean who oversees the Office of Enrollment Services based on the following:

   (a)   documentation of extenuating circumstances,
   (b)   consideration of the time needed to complete any remaining degree requirements within a seven year timeframe from the initial term of enrollment.

No further continuing services extensions are available beyond the end of the seventh year from the initial term of enrollment. Students who are unable to complete all degree requirements within the established timeframes will be subject to dismissal from the program.

See FSEHS Policy 1.1.2 – Continuing Dissertation Services Fees *(http://www.schoolofed.nova.edu/oic/policy1-1-2.pdf)* for additional details.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation, scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2007 term must attend a DSO within the Fall 2006 term.

Program of Study

Professional Development Study Areas

SLPD	7000	Technology and Instrumentation in Communication Sciences	1
SLPD	7030	Gerontology	2
SLPD	7040	Supervision	3
SLPD	7060	Genetics	2
SLPD	7070	Pharmacology	2
SLPD	7075	Counseling	2
SLPD	7080	Business Management and Leadership	2
SLPD	7200	Neuroscience/Neuropsychology and Communication Disorders	3
SLPD	7210	Advanced Seminar in Pediatric Development	3
SLPD	7220	Advanced Seminar in Voice and Swallowing	3
SLPD	7250	Advanced Seminar in Augmentative and Alternative Communication (AAC)	3

Research Courses

ARO	8711	Research Design and Methods	3
ARO	8712	Statistical Methods	3
ARO	8713	Program Evaluation and Policy Analysis	3
ARO	8714	Measurement, Testing and Assessment	3

Benchmark Courses

ARO	8766	Applied Dissertation Seminar 1—Concept Paper	2
ARO	8767	Applied Dissertation Seminar 2—Proposal	5
ARO	8768	Applied Dissertation Seminar 3—Dissertation	5
ADS	8090/8091	Applied Dissertation Services	0
		Total Credits for Degree Completion	**50**

Fischler School of Education and Human Services

International Programs

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings, as long as they meet the established admission requirements for that specific program of study.

Bachelor of Science in Education with a Concentration in Teaching and Learning—Applied Professional Studies Major

The Applied Professional Studies (APS) major offers a flexible program for students who have gained significant professional experience and/or have earned a large number of college credits toward their particular career goal. It is designed to provide students with a set concentration in teaching and learning that builds on their prior knowledge and experience. The Applied Professional Studies program affords students the opportunity to earn a Bachelor in Education with a concentration in Teaching and Learning.

For a full description of the Applied Professional Studies (APS) Major, refer to the catalog of the Farquhar Colleges of Arts and Sciences under Interdisciplinary Programs—Applied Professional Studies.

This program is currently offered to students in the following locations: Kingston, Jamaica; Montego Bay, Jamaica; Mandeville, Jamaica; and St. Ann, Jamaica.

Program of Study

Teaching and Learning Concentration

EDUC	2500	Orientation to the Applied Professional Studies Program	0
EDUC	3325	Using Technology Tools and Resources	1
ELEM	4330	Mathematics Curriculum for Elementary Education Majors	3
ELEM	3532	Science Curriculum for Elementary Education Majors	3
ELEM	3531	Science Curriculum Lab for Elementary Education Majors	1
ELEM	3540	Principles and Practices of Instruction and Assessment II	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3120	Public Communications in the Classroom	3
EDUC	4321	Classroom Management through Conflict Resolution	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ELEM	4540	Reading Assessment	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESED	4390	Curriculum for Learning Abilities	3
EDUC	3330	Integrating Instructional Technology in the Classroom	3
EDUC	4970	Advanced Special Topics	3
ESOL	3340	Survey of TESOL for Teachers	3
		Total Concentration Area Credits	**41 credits**

Master of Science in Education

The Graduate Teacher Education program offers international students the opportunity to earn a Master of Science in Education in three different specialization areas (1) Exceptional Student Education (offered in Jamaica), (2) Teaching and Learning (offered in the Bahamas and Jamaica), and (3) International Education/ECIS (offered online internationally through a partnership with the European Council of International Schools). These Master of Science in Education programs are noncertification programs designed to bring the innovative and flexible teaching style of the Fischler School of Education and Human Services to the international community. These programs are offered through the Graduate Teacher Education Program (GTEP), as such, unless otherwise stated, all GTEP policies apply to students enrolled in these programs.

This program is currently offered to students in the following locations:
Worldwide, online only (Teaching and Learning Specialization)

Athens, Greece (Teaching and Learning Specialization)

Freeport and Nassau—Bahamas (Teaching and Learning Specialization)

Kingston, Mandeville, Montego Bay, and St. Anne—Jamaica (Teaching and Learning Specialization)
Kingston and Montego Bay—Jamaica (Exceptional Student Education specialization)

Programs of Study

International Education/European Council of International Schools (ECIS)

ECIS	500	Introduction to Media and Instruction*	3
ECIS	501	School and Society: Comparative Education Systems	3
ECIS	502	Theories of Learning*	3
ECIS	503	Classroom Management and Organization	3
ECIS	504	Creativity in the Curriculum	3
ECIS	505	Appropriate Curricular Practices in Multicultural Settings	3
ECIS	506	Curriculum and Instruction	3
ECIS	526	Educational Research for Practitioners*	3
ECIS	591	Workshop in Student Evaluation	3
ECIS	602	Technology and the School Curriculum	3
ECIS	699	International Teacher Leadership Institute	6
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Teaching and Learning (Athens—Greece)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
ETEC	602	Technology and School Curriculum*	3
CUR	506	Curriculum and Instruction	3
INED	500	School and Society	3
EDU	503	Classroom Management and Organization	3
EDU	502	Psychological Foundations in Education	3
CUR	591	Assessment and Evaluation	3
EDL	510	School Leadership	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
EDU	6505	Special Topics in Education I	3
INED	691	Applied Research Practicum (Part I)**	3
INED	692	Applied Research Practicum (Part 2)**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Teaching and Learning (Freeport and Nassau—Bahamas)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
CUR	506	Curriculum and Instruction	3
CUR	591	Assessment and Evaluation	3
EDL	510	School Leadership	3
EDU	502	Psychological Foundations in Education	3
EDU	503	Classroom Management and Organization	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
ETEC	602	Technology and School Curriculum*	3
INED	500	School and Society	3
RED	575	Contemporary Foundations of Reading	3
INED	691	Applied Research Practicum (Part 1)**	3
INED	692	Applied Research Practicum (Part 2)**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Teaching and Learning (Kingston, Mandeville, Montego Bay, St. Ann—Jamaica)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CUR	526	Educational Research for Practitioners*	3
CUR	506	Curriculum and Instruction	3
CUR	591	Assessment and Evaluation	3
EDL	510	School Leadership	3
EDU	502	Psychological Foundations in Education	3
EDU	503	Classroom Management and Organization	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
ETEC	602	Technology and School Curriculum*	3
INED	500	School and Society	3
RED	575	Contemporary Foundations of Reading	3
INED	691	Applied Research Practicum (Part I)**	3
INED	692	Applied Research Practicum (Part 2)**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Exceptional Student Education (Kingston and Mandeville—Jamaica)

CUR	526	Educational Research for Practitioners*	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities	3
ESE	620	Behavior Management of Exceptional Students	3
ESE	630	Educational and Psychological Assessment of Exceptional Students	
ESE	640	Transition Skills and Services for Exceptional Students**	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	
ETEC	602	Technology and School Curriculum*	3
INED	691	Applied Research Practicum (Part 1)**	3
INED	692	Applied Research Practicum (Part 2)**	3
		Total Credits Required for Degree Completion	**36**

*   Program Prerequisite
**   Course Requires Prerequisite

Doctor of Education in Organizational Leadership

The Doctor of Education in Organizational Leadership (DOL) program was created to build upon the capacities of adult learners to meet both current and future leadership challenges facing their organizations. The program is based on the conviction that leaders must learn to lead change so that services are effectively and efficiently delivered to an increasingly diverse population, in the context of a changing economy and the rapidly developing technology of a new century.

This program is currently offered to students in the following location: Dominican Republic

Program Goals/Learning Outcomes
Upon completion of the program, Ed.D. graduates will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in the professional field.

Instructional Delivery System
The DOL—Dominican Republic program is delivered in Spanish through a combination of face-to-face instruction and electronic delivery systems. Instruction involves a combination of the following:

- distance delivery methods including electronic mail (email), the World Wide Web, and compressed video
- on-campus instruction with faculty during extended weekend sessions

Students must own a computer and be familiar with communication through the Internet and the World Wide Web, as well as maintain arrangements with an Internet service provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Transfer of Credit
A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a minimum grade of B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on the application, submit associated course descriptions, and request that official transcripts be sent to the Office of Enrollment Services, Attn: Academic Advising.

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see Doctoral Enrollment Counselor) and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)
Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation in the Dominican Republic.

Doctoral Seminars

The doctoral seminars take place at the last session of each study area. The seminars provide a forum for participants to discuss and interchange ideas between themselves, with scholars, and their professors. The seminars will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences, and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style.

The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars for Educational Leaders; linking the end of each study area with the beginning of the next study area; and therefore providing a continuum between the last session of a study area and the next study area. Each seminar may or may not have a writing component associated with it but all are 0 credit.

Topics to be discussed are: APA form and style, the advising process, the concept paper, the formal proposal, the IRB process, and the final report.

Capstone

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at *www.schoolofed.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Program of Study

Core Leadership Concepts and Practices (30 Credits)

LDR	8510	Leadership to Shape the Future	6
LDR	8520	Creating and Leading an Intentional Organization	6
LDR	8530	Developing the Organization's Human Capital	6
LDR	8540	Leading and Managing Systems	6
LDR	8550	Leading a Learning Organization	6

Applied Dissertation Research Courses (10 Credits)
(These courses must be taken in unison with core courses.)

LDR	8561	Research Activities in Leadership to Shape the Future	2
LDR	8562	Research Activities in Creating and Leading an Intentional Organization	2
LDR	8563	Research Activities in Developing the Organization's Human Capital	2
LDR	8564	Research Activities in Leading and Managing Systems	2
LDR	8565	Research Activities in Leading a Learning Organization	2

Specialization Courses (18 Credits)

Educational Leadership

LDR	9110	Impact of Communication on Supervision, Personnel Selection, Staff Development and Performance Appraisal in the Educational System	6
LDR	9120	Fiscal and Legal Responsibilities of Educational Leaders	6
LDR	9130	Improvement of Organizational Management, Administration, and Leadership in the Educational System	6

Higher Education Leadership

LDR	9810	Contemporary Challenges in Higher Education Leadership	6
LDR	9820	Legal and Ethical Issues in Higher Education Leadership	6
LDR	9830	Innovative Leadership Strategies in Higher Education	6

Instructional Technology

LDR	9310	Technological Literacy for Organizational Leaders	6
LDR	9320	Professional Productivity for Organizational Leaders	6
LDR	9330	Technology Planning for Organizational Leaders	6

Applied Dissertation Courses (9 Credits)

ARO	8566	Applied Dissertation Concept Paper	2
ARO	8567	Applied Dissertation Proposal	4
ARO	8568	Applied Dissertation Report	3

Elective Courses (9 credits)

EDL	8100	Current Issues in Education	3
LDR	8511	Latin American Education in Today's World	3
EDL	8141	Management and Administration	3
		Total Credits for Degree Completion	**75**

Doctor of Education in Instructional Technology and Distance Education

The mission of the Doctor of Education (Ed.D.) Program in Instructional Technology and Distance Education (ITDE) is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The program is designed for professional educators and trainers who work with learners from pre-kindergarten through the university level and with adults in all areas of business and industry. The courses are designed to improve the skills of the participants; therefore, students must be experienced in the education or training fields and in the use of technology.

The program supports the position of the Fischler School of Education and Human Services (FSEHS) and that of Nova Southeastern University (NSU) regarding the importance of ethical behavior and values in its students and faculty. The program infuses the concept of scientific ethics in its courses and promotes the ideas of international understanding and cooperation, especially as these ideas relate to education generally and distance education specifically.

The program is organized around several study areas: leadership and distance education, research and evaluation, media and technology, instructional design, system design, management and applications of instructional technology and distance education, technology trends and issues, and applied leadership. Students complete a doctoral-level applied dissertation.

This program is currently offered to students in the following locations: Mexico, Puerto Rico, Venezuela

Program Goals/Learning Outcomes
Upon completion of the program, Ed.D. graduates will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System
The Ed.D. program in Instructional Technology and Distance Education is offered in a cluster-based format and delivered through a combination of face-to-face instruction and electronic delivery systems. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery. Students will also be required to attend a one-week long summer conference (Conference on Global Leadership, Learning, and Research) during the first summer in which they are enrolled in the doctoral program.

Instruction involves a combination of the following:
- Distance delivery methods including electronic mail (email), the World Wide Web, compressed video, and state-of-the-art technology
- On-campus and on-site instruction with faculty during extended weekend sessions

Students must own a computer and be familiar with communication through the Internet and the World Wide Web, as well as maintain arrangements with an Internet service provider. Students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including word processing and online access.

Transfer of Credit
A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the FSEHS Office of Enrollment Services at 1750 NE 167th St.; North Miami Beach, FL 33162.

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Doctoral Program Completion Timeline (FSEHS Policy 1.02)

The Doctor of Education (Ed.D.) program is designed to be completed within three years of consecutive enrollment*. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved. All degree requirements must be completed within five years from the initial term of enrollment. Students who are unable to complete all degree requirements within five years from the initial term of enrollment will be subject to dismissal from the program at the Fischler School of Education and Human Services unless a continuing services extension is requested and approved.

Students who are unable to complete all degree requirements within five years from the initial term of enrollment due to extenuating circumstances may request a one-year continuing services extension. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. Requests for a one-year continuing services extension are submitted through the Office of Enrollment Services by utilizing the Student Online Support (SOS) link, available on the Fischler School of Education and Human Services web page at *http://www.fgsnet.nova.edu/sswr/*.

An additional and final one-year continuing services extension may be granted if approved by the Executive Dean who oversees the Office of Enrollment Services based on the following:

> (a)   documentation of extenuating circumstances,
> (b)   consideration of the time needed to complete any remaining degree requirements within a seven year timeframe from the initial term of enrollment.

No further continuing services extensions are available beyond the end of the seventh year from the initial term of enrollment. Students who are unable to complete all degree requirements within the established timeframes will be subject to dismissal from the program.

See FSEHS Policy 1.1.2 – Continuing Dissertation Services Fees *(http://www.schoolofed.nova.edu/oic/policy1-1-2.pdf)* for additional details.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete the applied dissertation, (d) complete all testing requirements for their given program, if any (see Doctoral Enrollment Counselor) and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2007 term must attend a DSO within the Fall 2006 term, choosing the orientation date posted in either September, October, November, or December.

Applied Dissertation

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at *www.schoolofed.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Program of Study

Leadership and Distance Education

ITDE	7001	Foundations of Leadership and Management	3
ITDE	7007	Foundations of Distance Education	3

Research and Evaluation I

ARO	8611	Research Design and Methods	3
ARO	8613	Program Evaluation and Policy Analysis	3

Media and Technology

ITDE	7005	Instructional Media	3
ITDE	7006	Foundations of Instructional Technology	4

Instructional Design

ITDE	8001	Introduction to Instructional Design	3
ITDE	8002	Instructional Development and Delivery	3

Research and Evaluation II

ARO	8612	Statistical Methods	3
ARO	8614	Measurement, Testing, and Assessment	3

Systems Design

ITDE	8005	Introduction to Instructional Systems	4
ITDE	8006	System Analysis and Design	3

Management and Applications

ITDE	8012	Managing and Evaluating Instructional Technology and Distance Education	3
ITDE	8013	Applications of Distance Education	3

Technology Trends and Issues

ITDE	8009	Trends in Instructional Technology and Distance Education	4
ITDE	8010	Issues in Instructional Technology and Distance Education	3

Applied Leadership

ITDE	8011	Leadership and Empowerment	3

Applied Research

ARO	8666	Applied Dissertation Concept Paper	2
ARO	8667	Applied Dissertation Proposal	5
ARO	8668	Applied Dissertation Report	5
		Total Credits for Degree Completion	**66**

The following is a Spanish translation of the ITDE program
Information listed in the preceding pages.

Ed.D. en Tecnología Instruccional y Educación a Distancia

La misión del Doctorado en Educación (Ed.D.) en Tecnología Instruccional y Educación a Distancia es desarrollar líderes capaces de planificar, organizar, gerenciar, y enseñar efectivamente utilizando la tecnología de la instrucción en el aula de clases, en el trabajo, y en línea utilizando una variedad de sistemas electrónicos de transmisión. Los programas están diseñados para los educadores y entrenadores profesionales que trabajan con estudiantes a nivel de educación primaria hasta universitaria, y con adultos de cualquier área de negocios e industria. Los cursos están diseñados para mejorar las destrezas de los participantes; por ende, los estudiantes deben poseer experiencia en las áreas de educación o entrenamiento y en el uso de la tecnología.

El programa apoya la posición de Fischler School of Education and Human Services (FSEHS) y de Nova Southeastern University con respecto a la importancia del comportamiento ético y de los valores en sus estudiantes y profesorado. El programa infunde en sus cursos los conceptos de ética científica y promueve las ideas de entendimiento y cooperación internacional, especialmente cuando estas ideas se relacionan de manera general con la educación y de manera específica con la educación a distancia.

El programa está organizado alrededor de diversas áreas de estudio: liderazgo y educación a distancia, investigación y evaluación, medios y tecnología, diseño instruccional, diseño de sistemas, gerencia y aplicaciones de la tecnología instruccional y la educación a distancia, tendencias y problemas de la tecnología, y liderazgo aplicado. Los estudiantes desarrollan una disertación aplicada de nivel doctoral.

Este programa se ofrece en: México, Puerto Rico, Venezuela

Metas y Logros de Aprendizaje del Programa
Una vez culminado el programa, los graduados del Ed.D. estarán en la capacidad de demostrar:

* Habilidad en el uso de la tecnología para la evaluación, para la comunicación, para el acceso de la información, y para la toma de decisiones.
* Habilidad en la aplicación del conocimiento teórico, conceptual, y práctico adquirido en el estudio de los cursos para mejorar situaciones en el ambiente de trabajo.
* Entendimiento de los diversos componentes de la capacidad, la filosofía, los enfoques, y los estilos de liderazgo.
* Entendimiento de los aspectos históricos resaltantes y de los aspectos contemporáneos en su campo profesional.

Sistema de Transmisión Instruccional
El programa de Ed.D. en Tecnología Instruccional y Educación a Distancia es ofertado bajo un formato de grupo (cluster) y transmitido a través de una combinación de instrucción presencial y de sistemas de transmisión electrónica. Este formato se deriva de la misión del programa en brindar servicio a los estudiantes sin importar su ubicación, y de la firme convicción de que un programa centrado en la tecnología instruccional y en educación a distancia debe reflejar el uso de las tecnologías disponibles.

Durante el primer verano después de estar inscritos, los estudiantes deberán asistir a la Conferencia de Liderazgo Global, Aprendizaje, e Investigación (Conference on Global Leadership, Learning, and Research) cuya duración es de una semana.

La instrucción involucra una combinación de lo siguiente:

* Métodos de transmisión electrónica como el correo electrónico (e-mail), la World Wide Web, video, y tecnología de punta.
* Instrucción presencial con los profesores en el recinto universitario y en la localidad durante sesiones de fines de semana

Los estudiantes deben poseer un computador y estar familiarizados con la comunicación vía la Internet y la World Wide Web. Así mismo, los estudiantes deben obtener los servicios correspondientes de conexión Internet. Las conexiones a Internet usualmente se encuentran disponibles a través de universidades, sistemas educativos, redes de bibliotecas, o servicios comerciales de Internet.

Los aspirantes al programa de doctorado deben utilizar el tiempo entre su aplicación y el primer encuentro de clases para afinar sus habilidades en el uso de aplicaciones de computación, incluyendo el procesador de palabras y el acceso en línea.

Transferencia de Crédito

Un máximo de seis créditos de horas semestre será considerado para transferencia si (1) el crédito se obtuvo en un lapso de tres años durante el cual se realizó la petición para la transferencia, (2) el estudiante obtuvo el crédito como alumno matriculado en un programa de estudios doctorales en una universidad acreditada, (3) el contenido de los cursos solicitados para transferencia es equivalente al área de estudio de los cursos del programa, y (4) el estudiante obtuvo una calificación de A o B en cada uno de los cursos a transferir. No se otorgará ningún crédito por aprendizaje por experiencia o por cualquier otra forma de situación avanzada. Excepciones al número máximo de créditos permitidos para transferencia se harán solamente con la aprobación del Decano de Asuntos Académicos.

Aquellos aspirantes que deseen solicitar una evaluación de su previa escolaridad a ser considerada para transferencia de crédito deberán indicarlo en su aplicación, entregar las descripciones de los cursos en cuestión, y solicitar el envío oficial de sus calificaciones al Departamento de Servicios de Procesamiento e Inscripciones (Enrollment Processing Services Department, EPS).

Aquellos estudiantes que se encuentren inscritos en un programa de Ed.D. en FSEHS deberán solicitar y recibir aprobación previa por escrito de la oficina del Decano Asociado de Programas Doctorales antes de inscribirse en cualquier otro curso de la institución a ser sometidos para transferencia de crédito.

Programa Doctoral- Plazos de Terminación de Estudios (Regla de FSEHS 1.02)

El Programa de Doctorado en Educación (Ed.D.) ha sido diseñado para ser completado en un periodo de tres años en los que el estudiante ha participado en forma continua. Como norma ideal, durante los primeros dos años, el estudiante debe terminar con todos los cursos requeridos y tener una Propuesta Doctoral aprobada. Durante el tercer año de estudios se procede a completar la Disertación Aplicada.

Los estudiantes del Ed.D. tienen un máximo de cinco años a partir del momento inicial de la inscripción para cumplir con todos los requisitos del programa. Al final de este periodo de cinco años, aquellos estudiantes que aún no han culminado todos los requisitos del programa están sujetos a ser expulsados del mismo al menos que se solicite una extensión de servicios continuos y la misma sea aprobada.

Los estudiantes que no culminan todos los requisitos del programa dentro de los cinco años a partir de la inscripción en el mismo debido a circunstancias extenuantes fuera de su control pueden solicitar una extensión de un año de servicios de estudios continuos. Al finalizar el periodo de cinco años, los estudiantes que todavía no han completado la disertación aplicada pueden obtener una extensión de servicios de disertación por un año, siempre y cuando el documento conceptual y la propuesta doctoral hayan sido aprobados. Las solicitudes de extensión de servicios continuos por un año se someten a través de la Oficina de Servicios de Inscripción utilizando el enlace del Sistema de Apoyo Estudiantil en línea (Student Online Support –SOS), el cual se encuentra disponible en el sitio web de Fischler School of Education and Human Services (www.schoolofed.nova.edu)

Los alumnos pueden obtener un año final adicional de extensión de servicios continuos si están aprobados por el Decano Ejecutivo que supervisa la Oficina de Inscripciones Estudiantiles basándose en lo siguiente:
a) documentación de circunstancias extenuantes fuera del control del estudiante
b) consideración del periodo necesario para completar los requerimientos que no han sido cumplimentados dentro de un periodo de siete anos posterior al término inicial de inscripción.

Las extensiones de servicios continuos no se encuentran disponibles luego del período de siete años posteriores al término inicial de inscripción en el programa. Aquellos estudiantes que no completen todos los requerimientos programáticos dentro de los parámetros establecidos estarán sujetos a ser expulsados del programa.

Aranceles de Servicios de Disertación Continuos- Ver la Regla FSEHS 1.1.2 para más detalles.

Requisitos para la Culminación del Programa

Para graduarse, el estudiante deberá (a) completar todo el trabajo académico y aplicar para el otorgamiento del grado, (b) mantener un promedio de calificaciones de 3.0 sobre 4.0 (c) completar la disertación aplicada, (d) completar todos los requisitos de evaluaciones del programa, si aplica (consultar a un consejero académico) y (e) cumplir con todas las obligaciones financieras de la universidad.

Orientación de Estudios Doctorales (DSO)

Previo al comienzo del trabajo académico de cursos doctorales, se requiere la asistencia a la Orientación de Estudios Doctorales (Doctoral Studies Orientation, DSO). Los estudiantes deben inscribirse en el curso DSO 8000 y asistir la orientación de dos días dentro del lapso anterior. Por ejemplo, los estudiantes que comienzan en el lapso de invierno 2007 deben atender DSO durante el lapso de otoño 2006, y elegir entre fechas disponibles de septiembre, octubre, noviembre o diciembre.

Disertación Aplicada

Los estudiantes de Ed.D. deberán completar una disertación aplicada como proyecto final del programa doctoral. Para mayor información acerca de procedimientos, recursos, y lineamientos ofrecidos por el Centro de Investigación Aplicada (Applied Research Center, ARC) los estudiantes deben visitar el sitio Web del ARC ubicado en *www.schoolofed.nova.edu/arc*.

Programa de Estudio

Liderazgo y Educación a Distancia
| ITDE | 7001 | Fundamentos de Liderazgo y Gerencia | 3 |
| ITDE | 7007 | Fundamentos de la Educación a Distancia | 3 |

Investigación y Evaluación I
| ARO | 8611 | Diseño y Métodos de Investigación | 3 |
| ARO | 8613 | Evaluación de Programas y Análisis de Políticas | 3 |

Medios y Tecnología
| ITDE | 7005 | Medios Instruccionales | 3 |
| ITDE | 7006 | Fundamentos de Tecnología Instruccional | 4 |

Diseño Instruccional
| ITDE | 8001 | Introducción al Diseño Instruccional | 3 |
| ITDE | 8002 | Desarrollo y Transmisión Instruccional | 3 |

Investigación y Evaluación II
| ARO | 8612 | Métodos Estadísticos | 3 |
| ARO | 8614 | Medición, Prueba y Evaluación | 3 |

Diseño de Sistemas
| ITDE | 8005 | Introducción a los Sistemas Instruccionales | 4 |
| ITDE | 8006 | Análisis y Diseño de Sistemas | 3 |

Gerencia y Aplicaciones
| ITDE | 8012 | Gestión y Evaluación de la Tecnología Instruccional y la Educación a Distancia | 3 |
| ITDE | 8013 | Aplicaciones de la Educación a Distancia | 3 |

Tendencias y Problemas de la Tecnología
| ITDE | 8009 | Tendencias de la Tecnología Instruccional y la Educación a Distancia | 4 |
| ITDE | 8010 | Problemas de la Tecnología Instruccional y la Educación a Distancia | 3 |

Liderazgo Aplicado
| ITDE | 8011 | Liderazgo y Poder | 3 |

Investigación Aplicada
ARO	8666	Documento Conceptual de la Disertación Aplicada	2
ARO	8667	Propuesta de la Disertación Aplicada	5
ARO	8668	Reporte Final de la Disertación Aplicada	5
		Total Credits for Degree Completion	**66**

Descripciones de los Cursos

Liderazgo y Educación a Distancia

ITDE 7001 Fundamentos de Liderazgo y Gerencia (3 Cr)
Introducción a los modelos de liderazgo pasados y presentes. Entre los temas principales figuran: el contexto actual de liderazgo; los estilos personales de liderazgo; el liderazgo en el trabajo y en la organización abierta al aprendizaje; y el liderazgo en la práctica.

ITDE 7007 Fundamentos de la Educación a Distancia (3 Cr)
Una introducción a la educación a distancia. Tópicos relevantes incluyen los fundamentos históricos, teóricos y filosóficos de la educación a distancia, un repaso breve de las tecnologías en la educación a distancia; y reexaminación de técnicas efectivas para la enseñanza y el aprendizaje dentro de un sistema de educación a distancia.

Investigación y Evaluación I

ARO 8611 Diseño y Métodos de Investigación (3 Cr)
El objetivo del curso de Diseño y Métodos de Investigación es que los estudiantes del doctorado demuestren un entendimiento del propósito de la investigación, del diseño de la investigación, y de los métodos de investigación. La investigación es la aplicación del método científico para resolver problemas del mundo real; el diseño de la investigación es el plan para la aplicación de prácticas aceptadas; y los métodos de investigación proveen modelos para la recolección, organización, y análisis apropiado e imparcial de datos para la toma de decisiones, para la réplica, y para la contribución al conocimiento.

ARO 8613 Evaluación de Programas y Análisis de Políticas (3 Cr)
Este curso examinará conceptos claves, métodos, y enfoques en el campo de la investigación evaluativa. Los estudiantes estarán expuestos a la diversidad teórica y metodológica inherente a la práctica actual de la evaluación en diversas áreas (e.g., servicios sociales, educación, y negocios). El foco principal del curso será el rango comprensivo de actividades que involucran el diseño, la implementación, y la evaluación de la utilidad de los programas sociales y educacionales.

Medios y Tecnología

ITDE 7005 Medios Instruccionales (3 Cr)
Una introducción al uso efectivo de los medios instruccionales. Los tópicos principales incluyen la planificación para el uso de los medios instruccionales, el computador como herramienta para el aprendizaje, y la evaluación de la efectividad de los medios instruccionales. **Prerrequisito/s: ITDE 7001 y ITDE 7007.**

ITDE 7006 Fundamentos de la Tecnología Instruccional (4 Cr)
Una introducción a la tecnología instruccional. Los temas principales incluyen los fundamentos históricos, teóricos, y filosóficos de la tecnología instruccional, la literatura de la tecnología instruccional, y una revisión del estado de la tecnología instruccional. **Prerrequisitos: ITDE 7001 y ITDE 7007.**

Diseño Instruccional

ITDE 8001 Introducción al Diseño Instruccional (3 Cr)
Introducción al diseño sistemático de la instrucción. Entre los temas principales figuran el análisis y la evaluación de las necesidades, mejoramiento del desempeño, el diseño sistemático de materiales y eventos de enseñanza, y la evaluación formativa y sumativa de los materiales de instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

ITDE 8002 Desarrollo y Transmisión Instruccional (2 Cr)
Curso avanzado en la utilización de la tecnología en la instrucción. Entre los temas principales se incluyen la evaluación y elaboración de estrategias de instrucción, la integración de las tecnologías de la instrucción, tácticas de selección de los medios de instrucción y la evaluación formativa y sumativa de utilización de la tecnología de la instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

Investigación y Evaluación II

ARO 8612 Métodos Estadísticos (3 Cr)
Métodos Estadísticos es un curso sobre estadísticas aplicadas que introduce conceptos y métodos de estadística descriptiva y de inferencia. El curso esta diseñado para instruir a los estudiantes en los fundamentos estadísticos requeridos para la investigación a nivel de doctorado. El curso enfatiza la aplicación de las estadísticas. Las áreas de estudio incluyen probabilidad; muestreo; variables; distribución normal, T, CHI-Cuadrada, y F; intervalos de confianza; prueba de hipótesis, y correlación. **Prerrequisitos: ARO 8611 y ARO 8613.**

ARO 8614 Medición, Prueba y Evaluación (3 Cr)
El objetivo de este curso de Medición, Prueba y Evaluación es dotar a los estudiantes de doctorado con los conocimientos y la técnica necesaria para comprender cuestiones del campo de psicometría. El curso enfatiza la interrelación que existe entre la investigación y la práctica. El curso también ofrece bases teóricas y prácticas para seleccionar y utilizar la amplia variedad de pruebas y mediciones de bases de datos disponibles para los investigadores aplicados. El curso esta enfocado en el uso de diferentes pruebas en una variedad de escenarios y es apropiado para investigadores aplicados y para practicantes. **Prerrequisitos: ARO 8611 y ARO 8613.**

Diseño de Sistemas

ITDE 8005 Introducción a los Sistemas Instruccionales (4 Cr)
Un curso avanzado que examina la aplicación de la teoría de sistemas en la educación. Entre los temas principales se incluyen las teorías de sistemas pasadas y actuales en la educación, la investigación de los sistemas educacionales e instruccionales, la aplicación en la práctica educativa de las teorías de aprendizaje y de sistemas, y la integración de la teoría de sistemas en el diseño instruccional pragmático. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8006 Análisis y Diseño de Sistemas (3 Cr)
Un curso introductorio en el cual el estudiante adquiere habilidades para el análisis y diseño de sistemas educativos e instruccionales. Entre los temas principales se incluyen los elementos críticos de estructuras de sistemas de transmisión en la educación a distancia, el análisis de los sistemas educativos e instruccionales, la relación de los subsistemas dentro de un sistema educativo, el diseño de un sistema educativo, y el diseño de sistemas instruccionales. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Gerencia y Aplicaciones

ITDE 8012 Gestión y Evaluación de la Tecnología de Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales figuran las teorías y métodos de planeación, operación y evaluación de la tecnología de la instrucción y la educación a distancia; la gestión en los ámbitos educacionales y corporativos, los principios de la formación del personal, la elaboración de propuestas y los aspectos jurídicos. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8013 Aplicaciones de la Educación a Distancia (3 Cr)
Entre los temas principales figuran un exploración a fondo de las tecnologías empleadas en la educación a distancia con énfasis en la Internet, el uso de videos y conferencias, selección de las tecnologías mas apropiadas en la educación a distancia, el impacto de las tecnologías utilizadas en la transmisión de la instrucción a distancia, y la evaluación. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Tendencias y Problemas de la Tecnología

ITDE 8009 Tendencias de la Tecnología de la Instrucción y la Educación a Distancia (4 Cr)
Entre los temas principales figuran la síntesis de conceptos, conocimientos y destrezas del tecnólogo instruccional y el educador a distancia, las tendencias futuras en el campo, la planificación estratégica del profesional, el perfeccionamiento de las funciones y responsabilidades del líder en el campo incluyendo el comportamiento ético y profesional. **Prerrequisito/s: ITDE 8012 y ITDE 8013.**

ITDE 8010 Problemas de la Tecnología Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales se incluyen las funciones y responsabilidades de los grupos y las estructuras de apoyo a los programas de tecnología de la instrucción y la educación a distancia, grupos asesores, mentoría de colegas, consultoría, juntas de dirección de programas, estrategias para estimular el apoyo corporativo y de fundaciones, y la redacción de subvenciones. **Prerrequisitos: ITDE 8012 y ITDE 8013.**

Liderazgo Aplicado

ITDE 8011 Liderazgo y Poder (3 Cr)
Este curso se basa en los conceptos introducidos en el curso Fundamentos de Liderazgo y Gerencia. Los temas principales incluyen los dominios del liderazgo, los marcos morales para el liderazgo y la toma de decisiones, y una síntesis del desarrollo de liderazgo. **Prerrequisitos: ITDE 8009 y ITDE 8010.**

Investigación Aplicada

ARO 8666 Documento Conceptual de la Disertación Aplicada (2 Cr)
El contenido del curso Documento Conceptual de la Disertación Aplicada se centra en la formulación de las preguntas de investigación y en la escritura del documento conceptual. Se discuten las funciones del presidente y del miembro del comité, así como también los roles y responsabilidades del profesorado y la administración del Centro de Investigación Aplicada (Applied Research Center, ARC). Este seminario culmina con la finalización del documento conceptual como primer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado el documento conceptual.

ARO 8667 Propuesta de la Disertación Aplicada (5 Cr)
El contenido del curso Propuesta de la Disertación Aplicada enfatiza la formulación y escritura de la propuesta de la disertación, y el proceso de la aprobación de la Junta de Revisión Institucional (Institutional Review Borrad, IRB). Se define la metodología y el contenido de cada uno de los capítulos de la propuesta. Se discute en profundidad el rol de la revisión de la literatura para dar soporte o para rechazar el tópico de la disertación. Este seminario, el cual se centra en la investigación científica, culmina con la finalización de la propuesta como segundo paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobada la propuesta. **Prerrequisito: ITDE 8666**

ARO 8668 Reporte Final de la Disertación Aplicada (5 Cr)
El contenido del curso Reporte Final de la Disertación Aplicada involucra la colecta de datos, la implementación, la disertación aplicada (el reporte final), y el proceso final de aprobación. Se resaltan aspectos de contenido y formato, así como también recomendaciones para investigaciones futuras. Se cubren aspectos relacionados con la diseminación de la disertación y posibilidades de publicación. Este seminario culmina con la finalización de la disertación aplicada (reporte final) como tercer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado la disertación aplicada (reporte final). **Prerrequisito: ITDE 8667**

Fischler School of Education and Human Services

Non-degree Programs

Non-degree Programs

Fischler Training and Workforce Development

Vision Statement
"Learning that Works." We help organizations and individuals achieve better results through better learning.

Mission Statement
Our mission is to be your best learning resource for staff development educators, training, and performance professionals.

Whether you are in a leadership position directing a training and development department, teaching courses, designing learning, doing performance consulting, or simply a manager trying to develop your team to be more effective, we provide best practices in training and workforce development to a wide variety of global education and work settings including companies, educational institutions, government, and non-profits.. We educate teachers to teach better so learners learn better. We develop learning leaders to envision, enable, and energize learning and knowledge in their organizations. We offer programs and services in times and places that are convenient to working adults. We provide resources in the following areas:

- Academic degrees for learning professionals
- Certificate programs for credit and non-credit
- Leadership development for learning leaders
- Instructional design services for customized training
- Online design and delivery through distance education
- Expert consulting teams
- Research in identifying needs and/or evaluation

Overview
We provide a wide range of quality training programs and online seminars, based on standards that lead to certificates, for credit and non-credit, licensure, and CEUs to working professionals to get the competencies they need to grow their organization and their careers.

We offer organizations a comprehensive, one-stop menu of learning services including customized training, e-learning design services, blended delivery through live instruction, online, and live videoconferencing, course hosting, and access to world class facilities.

e-NOVAtion - Let Us Show You How You Can Gain The NSU Advantage

Why Organizations Choose NSU to Partner Training Services
- Use technology to expose and reduce cost
- Cut down on travel costs
- Learn anywhere: home, work, or travel
- Combines training with academic credit
- Increase speed to competence

Why Working Professionals Select NSU Training Programs
- Link to organizational objectives
- Focus on solutions
- Designed with relevance to learner needs
- Engages learner
- Develops employees

Our e-NOVAtive Workforce Development Solutions

e-Learning Design and Delivery Services
- Multimedia design and delivery services
- Distance learning consulting services
- Online course hosting
- Compressed video
- Web design

Conferences and Speakers Bureau
- Conference meeting management
- South Florida venue for training during the winter

Training Management Services
- Strategic planning
- Human performance improvement
- Change management
- Leadership development
- Competency modeling
- Instructional design services
- Train the trainers
- Instructor delivery services

World-Class Facilities
- Rent classrooms, computer labs, conference, and meeting facilities at NSU sites in Florida and other states
- Convenient locations
- Compressed video classrooms throughout Florida

Academic Credit and Degree Programs
- Doctorates, Masters, & Associates Degrees
- Program Specializations in:
  - Graduate Teacher Education
  - Educational Leadership
  - Organizational Leadership
  - Higher Education Leadership
  - Child & Youth Studies
  - Speech-Language Pathology
  - Instructional Technology and Distance Education
  - Early Childhood Education

FSEHS Training and Workforce Development Solutions

Our six core competencies and curricula are as follows:
1. Leadership and Management Development
2. Professional Productivity
3. Instructional Technology and Distance Education
4. Teaching and Learning
5. Child and Youth Studies
6. Speech Pathology

1. Leadership and Management Development

Our leadership and management development training targets those areas and competencies that drive organizational excellence to achieve desired results and outcomes, while concurrently applying and developing leadership skills. The focus in all programs is on growth in professional practice, application of current research and theory to professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. We offer core leadership programs which are applicable across many work settings and specialized leadership programs that are aligned to professional standards in specific education and human resource settings.

A. Leading Self   B. Leading Others   C. Leading Teams   D. Leading Organizational Excellence

A. Leading Self
- 360-Degree Assessment – Lominger Competencies
- DISC Profile
- Myers Briggs
- Ethics in Action

B. Leading Others
- Leadership Effectiveness Workshop
- Essentials of Effective Supervision
- Effective Coaching
- Managing Diversity

C. Leading Teams
- Experiential Team Building
- Leading High Performance Teams
- DISC Profile
- Myers Briggs
- Herrmann Brain Dominance

D. Leading Organizational Excellence
- Leading Organizational Excellence
- Six Sigma Greenbelt Certification
- Project Management Certification
- Results Oriented Management
- CEO Driver of Change
- Strategic Planning
- Visioning
- Change Management
- Process Mapping

2. Professional Productivity

We provide a set of core professional foundation courses that help professionals be more productive, interpersonally and technically, and their organization to be more competitive. We also work closely with state and national school-to-work initiatives developing employment-related education and training. In addition, we help special needs populations attain the employability skills needed to find and retain jobs.

We specialize in computer literacy skills training and customized corporate training. The reason for our success is that we only hire experienced computer educators. We provide both classroom and customized instruction for our corporate customers.

(Classes are also taught in Spanish.)

Microsoft Office Plus Package

This is a 60-hour program consisting of 12 classes including Word, Powerpoint, Excel, Access, Outlook, and Explorer. Each class is five-hours long. Programs can be **taken individually or as a package** by organizations and includes pre-assessment for correct placement of individuals.

3. Instructional Technology and Distance Education

NSU/USDLA Distance Learning Curriculum
HRD Masters Certificate Program (Series of six 24-hour courses)
- Designing Learning—Instructional Design
- Improving Performance
- Delivering Training
- Facilitating Organizational Change
- Measuring and Evaluating
- Web-Based Instruction Design

4. Teaching and Learning Professional Development

We partner with many outstanding providers of online learning for educators offering hundreds of online courses for credit and non-credit including: ASCD, Plato, Scholastic Red, Fieldworks Online Training, Cambridge International, Imagine Schools, Educational Impact, ETS, Audio Education, NAESP, Learning House, Lesson Lab, and Florida School Choice Resource Center.

5. Children, Youth, and Family Services

6. Speech Language Pathology

For more information on items 3-6, please see their respective sections within the catalog.

Nova Southeastern University Student Service Centers
These centers are available for facility rental to organizations scheduling meetings, workshops, or seminars. They are equipped with microcomputer labs, videoconferencing capability, and copy machines. In addition, the centers are staffed with full-time professionals. The student service centers create an on-campus atmosphere for students by offering chances to develop friendships, form study groups, and use videoconferencing equipment to connect with the NSU main campus. The best part -- the centers are convenient and accessible for many students.

The student service centers have established high-quality and efficient services that provide students with an experience that contributes to their personal and professional development. The following services are offered at all student service centers:
- Computer lab access to all students with full-time IT and media assistance on-site
- Full-time staff to assist students with financial aid, registration, applications, or general program questions
- Multiple compressed video suites for videoconferencing
- Audiovisual tools (TV/VCR, overhead projector, LCD overlay, etc.)
- Internet connectivity
- Convenient parking
- Office hours 8:30 a.m. to 7:00 p.m. during the week , with additional support staff scheduled in the evenings and on weekends

Contact Information

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National Institute for Educational Options (NIEO)

Nova Southeastern University's Fischler School of Education and Human Services established the National Institute for Educational Options in 1997 to further the efforts of K–12 education toward comprehensive school reform. A major area of school reform features "school choice" as a means to improve academic achievement, further school options for parents and students, and promote school and business partnerships. The *No Child Left Behind (NCLB)* legislation of 2001 highlights this reform to improve public education. The National Institute encompasses research and professional development services for the following options and the newly funded Florida School Choice Resource Center:

1. Career Academies—This initiative furthers the efforts of the National Career Academy Coalition (NCAC). NCAC is a grass roots membership organization that promotes the use of structured academies (a school-within-a-school) at the middleschool or highschool level. These academies provide students with rigorous coursework in academic and technical areas, a team of teachers dedicated to their success, an emphasis on furthering their college and career goals, and a business community advisory group that fosters close ties to an industry which will "grow jobs in the community where the students will work". These students have a required internship in the world of work after 11th grade. This research-based model of school reform has been evaluated as effective in reducing large school size, personalizing education, retaining students in school until graduation, and promoting college completion. NCAC and NIEO sponsor joint programs, seminars, and technical assistance conferences. NIEO houses the national business office of NCAC.

2. Charter Schools—This initiative furthers the efforts of public school choices by assisting the Florida Association of Charter Schools (FACS) and maintaining a Web site for communication among charter schools and other forms of school choice in Florida. A Charter School Education and Leadership Master's Degree Program is offered at FSEHS through distance learning. This is the first graduate degree program specializing in charter school education at a private university. Charter schools are public schools that operate with a "charter" from a school board or other entities and are required to accept all students. The schools are evaluated on their effect on student achievement and parental satisfaction. FACS and NIEO sponsor a Charter School Institute, as well as joint meetings and conferences, and also assist individual charter schools through mentoring.

3. MicroSociety Schools—This initiative furthers the school-to-work national agenda and is a national research-based model for school reform. Created in 1967 by George Richmond, MicroSociety® is an innovative school design (kindergarten through eighth grade) where students create a microcosm of the real world inside the school-house. Each student has a role in running that world. All citizens earn wages in the school's micro currency; invest in product ideas; deposit and borrow money from micro banks; and pay taxes, tuition, and rent. A national Comprehensive School Reform Demonstration model, MicroSociety programs of Florida's schools are assisted by NIEO. The MicroSociety annual conference offers graduate credit through FSEHS each summer.

4. Magnet Schools—Magnet Schools of America (MSA), the national professional organization for magnet schools throughout the nation, operated its Finance and Development Office at NIEO through the year 2000. Magnet schools are public schools or programs that attract multiethnic students from other public schools in a school district by offering unique curricula or instructional strategies. They are organized around a subject theme—such as foreign languages, math and science, humanities, or arts—or an instructional strategy such as Montessori Education. MSA and NIEO continue to cosponsor workshops and conferences for magnet school professionals and through the new Florida Public School Choice Consortium which operates at NIEO.

5. Small Schools Workshop (SSW)—This national organization which promotes the concept of small schools is housed in Chicago, Illinois and has operated as a professional development and research center since 1991, serving to promote secondary school reform in the nation's schools. Dr. Michael Klonsky, its Director, is a Visiting Professor of Education at FSEHS. This professorship was granted to assist NIEO in its efforts to serve this clientele and to provide the foundation for the proposed Coalition of Essential School Center at FSEHS.

6. The Florida School Choice Resource Center —this federal sub grant through the Florida Department of Education (FLDOE) provides the one Florida School Choice Resource Center for Florida under NCLB. The efforts of this center include the development of a sustainable school choice presence in Florida through the Florida Public School Choice Consortium (FPSCC) which is a 501(c) (3) organization in the state which was assisted through the sub grant in memberships of counties in Florida who are implementing school choice.

   The Florida School Choice Resource Center (FSCRC) was developed by the National Institute for Educational Options at Nova Southeastern University's Fischler School of Education and Human Services through a state grant from the Florida Department of Education. Nova Southeastern University's Fischler School of Education and Human Services is a cooperative partner with the Florida Department of Education for Florida's Voluntary Public School Choice (VPSC) project, a five-year competitive federal grant from the U.S. Department of Education.

   The Florida School Choice Resource Center (FSCRC) was developed to help the Florida Department of Education reach the two main goals of Florida's USDOE Voluntary Public School Choice Program:

   1. To reinstate, sustain, and expand the degree of high-quality public school choice programs throughout Florida; and
   2. To expand and disseminate successful implementation of public school choice programs throughout Florida.

In addition, the Parent Resource Centers under the FSCRC were developed through a partnership with Nova Southeastern University (NSU) and Miami-Dade County Public Schools (M-DCPS) through NSU's Florida School Choice Resource Center, M-DCPS' Parent Access District Office, and Title I Administration. These are "one-stop" resource centers for parents or guardians who want their child to get the best education possible; principals or teachers who want families to be strong partners in meeting the educational needs of their students; and parent leaders or parent involvement specialists who want to equip families with the right skills to support their children's learning and to be informed and involved in their children's education. The Parent Resource Centers provide parents, schools, and organizations working with families with training, information, and technical assistance to understand how children develop and what they need to be successful in school.

The following services are offered at the resource center:
1. a Web site for educators announcing conferences, seminars, and graduate degree and certificate programs in these options (*www.schoolofed.nova.edu/choice*)
2. Field offices for each educational option for the southeast region.
3. graduate-level certificate and masters' degree programs for professional organization members, schools, or districts in each of the educational options (career academies, charter schools, MicroSociety, and magnet schools)
4. a clearinghouse of national experts in each of these unique areas of K–12 education

For further information on any of the NIEO options, contact us at
Toll free: 800-986-3223, ext. 8742
Phone: (954) 262-8742 FAX: 954-262-3988
Email: stein@nsu.nova.edu
Web site: www.schoolofed.nova.edu/choice

SeniorComp

This FSEHS initiative brings low-income senior citizens into the information age. Groups of 10 senior citizens are each provided with a new computer system and a year's training on its use. The project is funded by outside grants (e.g., Mandel Foundation and the Community Foundation of Broward), and has completed four pilot groups during the last two years. In a three-week orientation to the project and to their new computer systems, the seniors are shown how to open the cases on their computers and to learn the functions of the major parts. They remove a couple of the components (such as the floppy drive and the modem card) and then reinstall them. With their fear removed, they then learn how to connect their printers, their phone modems, and connect to the Internet. They are then ready to begin the first of their four seven-week courses on computer applications offered by the SeniorNet Learning Center at the Sunrise Daniel Cantor Senior Learning Center.

For more information, contact Dr. Al Mizell at (954) 262-8642 or mizell@nova.edu.

Teacher Universe™

Teacher Universe™ is an international clearinghouse of educational resources providing comprehensive professional development opportunities to improve student achievement and teacher education. Teacher Universe™ is the perfect atmosphere for teachers, administrators, and families to network, collaborate, share ideas, learn new techniques and strategies, sample the latest technology, and create an exciting learning environment.

Teacher Universe™ will incorporate new ways to think about teaching and learning while developing innovative ways to share knowledge. All activities will be led by teachers who are recognized experts in these areas.

Teacher Universe offers the following:

- Support for the National Board of Professional Teacher Standards certification process
- Participation and access to research
- Access to information about the wide range of degree programs
- Innovative workshops
- Product demonstration areas
- Computer stations

- Reading rooms
- Instructional materials, both reviewing and creation
- Online chat rooms
- Conferences featuring accomplished educators and authors
- Recognition programs

In addition, Teacher Universe™ houses "Crayons to Computers," a free store for teachers that provides materials and supplies (donated by businesses and individuals) at no charge. "Crayons to Computers" is a portrait of efficiency—surplus and obsolete items that businesses and individuals would normally discard are used to enrich the educational lives of children and youths. Our operation encourages a recycling philosophy and provides an effective method to use surplus materials.

For further information, contact us at
Toll free: 800-986-3223, ext. 8848
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Web sites: www.fgse.nova.edu/teacheruniverse
www.crayonstocomputers.net

Fischler School of Education and Human Services
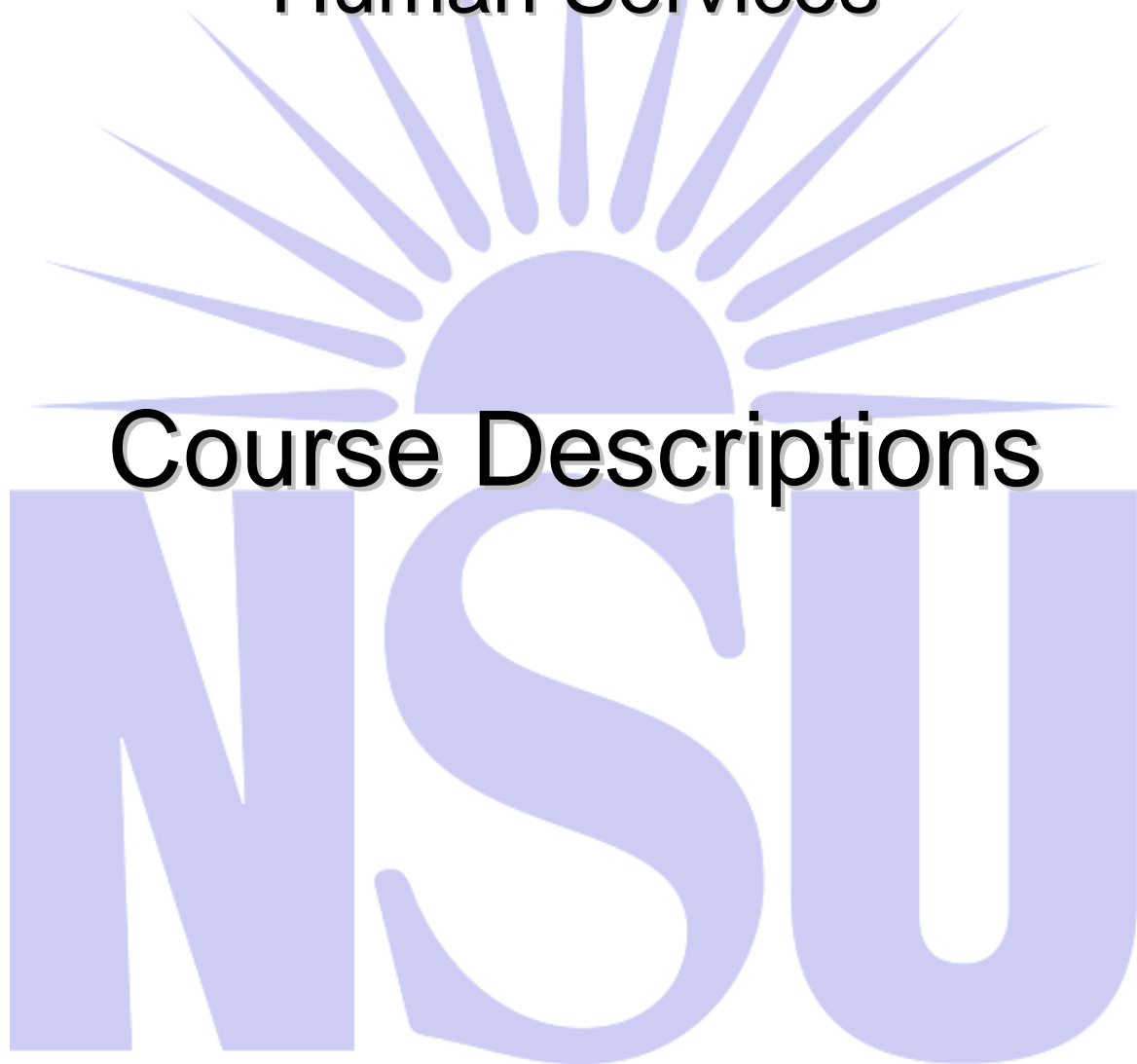
Course Descriptions

Course Descriptions

Undergraduate Course Descriptions

General education course descriptions are available online at http://undergrad.nova.edu/coursewizard/.

ECA 101 Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to ensure the safety and health of children in early childhood programs, and to establish developmentally appropriate learning environments for young children. Students examine avenues of ongoing professional development for teachers and caregivers of young children. This course covers the Child Development Associate (CDA) Functional Areas of Professionalism, Safety, Health, and Learning Environment.

ECA 112 Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to support children's physical development, encourage cognitive learning and the development of communication skills, and enhance creative expression. This course covers the Child Development Associate (CDA) Functional Areas of Physical, Cognitive, Communication, and Creativity.

ECA 114 Introduction to Early Childhood Education: Families, Schools, and Communities (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to support the social and emotional development of young children and to provide positive guidance. Students explore ways to work effectively with families and develop program management skills related to observing children and delivering appropriate curriculum. This course covers the Child Development Associate (CDA) Functional Areas of Self, Social, Guidance, Families, and Program Management.

ECA 203 Foundations of Early Care and Education (3 Cr)
This course introduces students to the historical, philosophical and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required.

ECA 205 Children with Special Needs (Birth through Age Eight) (3 Cr)
This course will guide students in determining a child's developmental readiness, learning styles and social-emotional needs. Students will learn ways of adapting the classroom to meet the needs of children who have special requirements. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Appropriate field experiences are integrated and required.

ECA 215 Creative Activities for Young Children (3 Cr)
Students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Appropriate field experiences are integrated and required.

ECA 218 Child Observation, Record Keeping and Assessment (3 Cr)
In this course, students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing needs of individual children. Guidelines will be provided for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECA 227 Developmental Curriculum: Language, Literacy, and Social Studies (3 Cr)
This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children, beginning in infancy, acquire language, develop the basis of literacy, and come to understand their social world. Students learn ways of creating integrated curriculum, organize the environment, and of providing children with developmentally appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECA 228 Developmental Curriculum: Math and Science (3 Cr)
This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts, engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required.

ECA 241 Child Guidance (3 Cr)
Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required.

ECA 242 Foundations of Literacy Development (3 Cr)
This course provides students with the opportunity to explore the emergent literacy process during the early childhood years. Exploration of classroom teaching practices that encourage expressive and receptive language will engage students in a variety of field activities.

ECA 252 Managing Literacy Environments (3 Cr)
In this course, students will examine appropriate ways to create and organize the classroom for effective language and literacy development. Use of classroom centers, selection of materials, and resources for planning and teaching literacy experiences are discussed. Field experiences are integrated.

ECA 267 Literacy Development in Multilingual Communities (3 Cr)
Through this course, students will have opportunities to discuss how to support children's native languages as they transition into the acquisition of a second language. Students explore the role of culture, home and classroom contexts in the acquisition and development of language. Appropriate ESOL activities, resources, and teacher's role in literacy development are explored. Home, school, and community connections to language development are discussed.

ECA 270 Administration of Child Care and Education Programs (3 Cr)
In this course, students develop skills required in the operation and management of an early care and education program. Students learn about organizational management; financial, legal, and ethical issues; establishing operational systems; and programming for children and families. This elective course is for existing or aspiring directors and managers and meets the training requirements for the Florida Child Care and Education Program Director Credential, but will not count toward fulfilling the program's credit hour requirement.

ECA 279 Management and Administration of Programs for Young Children (3 Cr)
Students examine key components of effective administration and management of early childhood programs. Professional conduct and ethical standards, budgeting practices, supervisory tasks, legal issues and resource development will be examined. Appropriate field experiences are integrated and required. This is an optional course and will not count toward fulfilling the program's credit hour requirement.

ECA 285 Professional Behavior in Early Childhood (3 Cr)
This course examines competencies and demonstration of skills necessary for professional performance in early childhood education. Students examine standards for professional behavior and teaching of young children as defined by professional associations (National Association for Education of Young Children, Division of Early Childhood Education, OMEP-World Early Childhood Organization). Students are engaged in self-reflection of individual skills and knowledge leading to the development of a professional portfolio.

ECDP 3321 Child Development: Prenatal, Infancy and Toddler years (Birth- Age 3) (3 Cr)
In this course, students examine the process of development during the prenatal, infancy and toddler years. Findings from current developmental research are discussed. Field experiences are integrated.

ECDP 3334 Child Development during the Preschool and Primary Age Years (Ages 4-8) (3 Cr)
This course explores the development of children ages four through eight across the physical, socio-emotional, cognitive, and language domains. Field experiences are integrated into the course. **Prerequisite/s: ECDP 3321**

ECDP 3338 Diversity and Multiculturalism in Child Development (3 Cr)
Students explore the role of culture and diversity in the process of child development. Attention is placed on the study of the cognitive, social, and emotional domains. Field experiences are integrated. **Prerequisite/s: ECDP 3321 or ECDP 3334**

ECDP 3340 Psychosocial Development during the Preschool Years (3 Cr)
Students examine developmental theories related to the psychosocial development of children during the preschool years (birth-age five). Field experiences are integrated into the course. **Prerequisite/s: ECDP 3321 or ECDP 3334**

ECDP 3345 Parent-Child Relationship during the Early Childhood Years (3 Cr)
This course presents an analysis of current parenting principles and strategies that foster positive relationships between children and their parents.

ECDP 3349 Fatherhood: Cross-Cultural Perspectives (2 Cr)
In this course, students analyze the role of fathers in the process of child development. Students engage in the discussion of fatherhood roles across selected cultural groups. Field experiences are integrated into this course. **Prerequisite/s: ECDP 3345**

ECDP 3500 Field-based Experiences in Child Development: Assessment I (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The first section of the journal is discussed and reviewed during this course.

ECDP 4100 Field-based Experiences in Child Development: Assessment II (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The second section of the journal is discussed and reviewed during this course.

ECDP 4423 Issues in Child Abuse and Neglect (2 Cr)
This course discusses the nature, causes, and effects of child abuse and neglect. Reporting responsibilities, child protection legislation and services are analyzed. Field experiences are integrated. **Prerequisite/s: ECDP 3321 and ECDP 3334**

ECDP 4500 Field-based Experiences in Child Development: Assessment III (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The third and final section of the journal is discussed and reviewed during this course.

ECDP 4990 Advanced Senior Year Seminar (3 Cr)
This is a senior year capstone course where students analyze advocacy and policy issues in the field of child development (birth through age eight). Students examine and identify issues related to children and their families and propose actions. **Prerequisite/s: By permission only.**

EDEC 3320 Sociological Foundations of Early Childhood Education (3 Cr)
Students in this course will study sociological influences and issues-past, present, and future-that will enable early childhood professionals to assist young children and their families to meet the challenges of a pluralistic society in transition. This knowledge will assist students in the analysis of societal issues for making appropriate choices, adaptations, and modifications in their programs in order to provide developmentally appropriate programs and practices. This class is specifically designed to meet the sociological foundations requirement for students seeking certification in Prekindergarten/Primary Education, birth to age four or age three to grade three. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDEC 3350 Meeting the Special Needs of All Students (3 Cr)
This course combines classes with on site visits to exemplary community programs that concentrate on meeting the special needs of children from birth to eight years old. Student will visit five sites for structured observations of model programs and then they will participate in four-hour classes focusing on the curricular and administrative aspects of the site visited. Readings and information provided will be analyzed, and the students will consider the successes, challenges, and barriers of each model. They will explore how collaboration of services can work toward the goal of meeting the special needs of all children and their families. In addition, to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDEC 3520 Developmentally Appropriate Integrated Curriculum and Practices (3 Cr)
Students will select, create, organize and use materials, activities, and environments that support developmentally appropriate practices. These practices will include arrangement of class environment, learning through play, facilitation of learning through technology, discovery learning and problem solving, creative expression, and developing children's abilities to be resourceful learners. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. **Prerequisite/s: All Block I courses.**

EDEC 3530 Diagnosis, Assessment, and Evaluation of Young Children (3 Cr)
Students in this course will be introduced to a philosophic overview of the assessment process, including transdisciplinary assessment teams and provisions for appropriate information gathering techniques- formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing, record maintenance, and composition of IEP/IFPS will be discussed/modeled. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: All Block I & Block II courses.**

EDEC 3599 Special Topics in School Age Child Care (3 Cr)
This course provides education and technical assistance to managers and staff members of child care programs to enable them to understand the national accreditation standards for school-age child care and to make steps towards implementing the standards in their programs.

EDEC 4320 Cultural Diversity and Family-Community Development (3 Cr)
Students in this course will learn how to work with families and practice how to use materials in the home and community environment to foster development and the acquisition of skills. Students will examine information that can create a vital link among school, community, and home in our multiethnic society. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: All Block I & Block II courses.**

EDUC 1000 GKT Preparation Mathematics (0 Cr)
This course is designed to review the mathematics skills necessary to be successful on the General Knowledge Test (GKT). These skills are included in the four broad areas: Arithmetic; Geometry and Measurement; Algebra; and Statistics and Probability. Logical Reasoning, test-taking strategies and problem-solving techniques will also be addressed in this course. **Prerequisite/s: Completion of all required mathematics courses and a GKT score of 200 or above.**

EDUC 1010 Writing Skills for General Knowledge Test (0 Cr)
Students will learn and practice writing and English usage strategies to prepare for the General Knowledge Test.

EDUC 1025 CLAST Preparation Mathematics (3 Cr)
This course is designed to review the mathematics skills necessary to be successful on the College Level Academic Skills Test (CLAST). These skills are included in the following five broad areas: arithmetic: geometry and measurement; algebra; statistics and probability; and logical reasoning. Test-taking strategies and problem-solving techniques will also be addressed in this course. Cannot be used toward graduation requirements. **Prerequisite/s: all required MATH courses and a CLAST score between 260-290 inclusively.**

EDUC 1100 Exploration of the Education Profession (3 Cr)
This course is designed to provide students with an orientation to the education profession, including the examination of the institution of schooling in its social, legal, historical and philosophical contexts through class sessions and clinical experiences. Students assess their personal qualities in relation to becoming an educator, engage in self reflection and analysis of their perceptions of education, and develop a general understanding of the realities of American education. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 1410 Personal Career Development (3 Cr)
This course includes the process of career development applied to the student identifying vocational interests and aptitudes, obtaining information about occupations, gaining experiences through practicums and cooperative education, and establishing career plans. Useful for students adjusting to the college role. Identical to MGMT 1410 and PSYC 1410.

EDUC 2260 Administration of Child Care and Education Program (3 Cr)
This course provides participants with an overview of the skills required in the operation and management of an early care and education programs. Students learn about organizational management, financial and legal issues, and programming for children and families. The course meets the content requirements of the Overview of Child Care Management as defined by the Florida Department of Children and Families for the Florida Child Care and Education Program Administrator Credential. In addition to class meetings, a minimum of 10 hours of practical application experiences is to be completed at the participant's worksite. This course is offered by the Mailman Segal Institute for Early Childhood Studies.

EDUC 2500 Orientation to the Applied Professional Studies Program (0 Cr)
This seminar provides an orientation to technology and program skills necessary for successful participation in the Applied Professional Studies Program. Students will be introduced to university systems designed to provide support and services to the undergraduate students during the formal program of studies. An overview of all facets of the Applied Professional Studies Program (APS) will be provided, including how to locate course schedules online, how to contact academic advising, and how to access resources. Students will learn interactive technology skills, such as using email and sending attachments, navigating the Internet, accessing the electronic library, using APA format, locating and using the undergraduate Web site and using WebCT for online classes.

EDUC 3000 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with courses taken throughout this 16-week period. Please refer to the Clinical Experience Handbook at *www.schoolofed.nova.edu/undergraduate/clinic/handbook.htm* for a full explanation.

EDUC 3001 Benchmark I (0 Cr)
To register for Benchmark I courses, all parts of the CLAST or the equivalent components of Praxis or the General Knowledge Test (GKT) as approved by the Florida Department of Education must be passed. In the case of a Nevada student, the Praxis Level I or the C-Best are to be used to meet this entry testing requirement. Passing scores are determined by the Nevada Department of Education. However, if there are no scores, or the student has not passed all sections of the CLAST or Praxis or GKT, then the student will only be permitted to register for Benchmark I courses until passing scores on the CLAST or Praxis or GKT are submitted to the Undergraduate Teacher Education Program. No exceptions will be made as passing scores must be on file in order to register for any courses in the major beyond Benchmark I courses. Students register for Benchmark I courses EDUC 3001 Benchmark I, EDUC 3000 Clinical Experiences, concurrently with Block #1 courses: EDUC 3330 Integrating Instructional Technology in the Classroom; EDUC 3350 Survey of Exceptional Student Education; and EDUC 3360: Educational Psychology. Benchmark I requirements include completion of the preprogram questionnaire and self-assessment and background check/security clearances for field-based clinical experiences. Benchmark I requirements also include development of the portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. The passing of all parts of the CLAST, or Praxis, or GKT, or its equivalent for Nevada students, is a component of the matriculation process (see the heading "Matriculation Requirements for Education Majors" in this catalog for further information). This Benchmark includes an online component. Students must register one time for EDUC 3001. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark II. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 3325 Using Technology Tools and Resources (1 Cr)
The purpose of this course is to provide opportunities for students to develop knowledge and skills regarding applications of computers. The student will be able to identify the parts and functions of the computer system, related advances in technology to various periods of history, perform computer activities, identify uses of the computer and become familiar with basic technology skills for survival in the "information age". Hands-on learning activities are an integral part of this course.

EDUC 3330 Integrating Instructional Technology in the Classroom (3 Cr)
Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of ten hours of observation and participation in a clinical setting are required. Completion of all general education requirements.

EDUC 3350 Survey of Exceptional Student Education (3 Cr)
Foundations in exceptional student education in which historical perspectives, student characteristics prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues, such as viewing learning styles of exceptional learners in relation to Gardener's multiple intelligences, the validity of inclusion and considerations for students who are limited to English proficiency (LEP) are investigated. This is an ESOL-infused course. In addition to class meetings, a minimum of ten (10) hours of observation and participation in the clinical setting is required. Prerequisite/s: Completion of general education requirements.

EDUC 3360 Educational Psychology (3 Cr)
This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased and directed by education. Students will learn about principles of development, learning, assessment, and motivation, among other areas of study for prospective teachers to consider as they analyze student behavior and make decisions for instruction. Students will complete a 10 hour clinical experience in a school classroom. The following Educator Accomplished Practices will be addressed: #1,5,7,8,9,& 11. Completion of all general education requirements.

EDUC 3500 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16 week period. This block of courses requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at *http://www.schoolofed.nova.edu/undergraduate/clinic/handbook.htm* for a full explanation.

EDUC 3501 Benchmark II (0 Cr)
Benchmark II requirements include completed passage of all sections of the CLAST, Praxis or GKT, matriculation into the major, and continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences, delineated in each course outline. Preservice teachers register for EDUC 3501 Benchmark II and EDUC 3500 Clinical Experiences concurrently with Block #2 courses. The matriculation process must be completed before beginning Benchmark II. If evidence of passage of all sections of the CLAST, Praxis or GKT cannot be provided, the student will not be permitted to register for any Block 2, 3, or 4 courses in the major. This Benchmark includes an online component. Preservice teachers must register one time for EDUC 3501. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark III. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 3520 Principles and Practices of Instruction and Assessment I (3 Cr)
This course explores three pedagogical models usable with all students. The phases of instructional development--planning, implementation, and assessment--provide the framework for exploration of the models. Preservice teachers are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in an actual classroom. This course is ESOL-infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students. In addition to class meetings, a minimum of 10 hours of clinical experience is required. This course has a mandatory university supervised clinical component. Prerequisite/s: Completion of all general education courses, CLAST and all Block I courses.

EDUC 4000 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16-week period. This block of courses requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook for a full explanation.

EDUC 4001 Benchmark III (0 Cr)
Benchmark III requirements include continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. Preservice teachers register for Benchmark III (EDUC 4001) and Clinical Experiences (EDUC 4000) concurrently with Block #3 courses. During Benchmark III, Preservice teachers make application for their teaching internship experience by the posted deadlines (see the heading "Internship" in the Department of Education section of this catalog for further information). This Benchmark includes an online component. Preservice teachers must register one time for EDUC 4001. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark IV. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 4120 Children's Literature (3 Cr)
This course will explore various genres of children's literature, examine authors who have made important contributions, and determine literary and artistic criteria used to evaluate the literature. Students will have an opportunity to view and assess a variety of media that can be used to enhance the classroom literature program. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 4170 Adolescent Literature (3 Cr)
A study of the type of literature available for the adolescent, with an emphasis on text selection and presentation. Students will examine ways of incorporating literature into the curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDUC 4320/ ESED 4320 Classroom Management for Typical and Atypical Learners in Multicultural Classrooms (3 Cr)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and teacher behavior. These factors are related to the twelve accomplished practices from the Florida Education Standards Commission and the research base from the Florida Performance Measurement System (FPMS). This is an ESOL-infused course. A minimum of 10 hours of clinical experience in a community school is required. This course is cross-listed with ESED 4320. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & II courses.

EDUC 4500 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with course taken throughout this 16-week period. This block of course requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at
www.schoolofed.nova.edu/undergraduate/clinic/handbook.htm for a full explanation. (200420)

EDUC 4501 Benchmark IV (0 Cr)
Benchmark IV requirements include completion of the Florida Teacher Certification Exam at the professional level, subject-area level, and the General Knowledge Test (if not used for entry into the major). Benchmark IV requirements also include continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. Preservice teachers register concurrently for EDUC 4501 Benchmark IV and EDUC 4500 Clinical Experiences, and Block #4 courses. The final course for all education majors is EDUC 4570 Internship/Seminar. Participation in the internship is dependent on the results of the Senior Audit conducted by advisers to verify that all coursework, testing requirements and skill acquisition/mastery that have been documented through the Portfolio review process have been satisfactorily completed in order to Intern. This Benchmark includes an online component. Preservice teachers must register one time for EDUC 4501. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the Internship. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 4570 Internship/Seminar (12 Cr)
This course offers a comprehensive review and practical application of educational philosophy, methods, and strategy through a 16-week internship that consists of two components. The central coursework is composed of a 14-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. This is an ESOL-infused course. The seminar will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; generic competencies; teaching strategies; current trends in education; review and discussion of the essential teaching competencies; Bloom's taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the student teaching experience. **Prerequisite/s: Minimum 2.5 GPA, passing all four sections of the CLAST or Praxis, Professional Exam, completion of program curriculum, and written consent by the Program Coordinator**.

EDUC 4580 Internship Seminar (9 Cr)
A 16 week comprehensive review and practical application of educational philosophy curriculum organization, and instructional methodology through a seminar format and a concurrent 14 week supervised student teaching assignment.

EDUC 4680 Structural Linguistics (3 Cr)
A study of the structure of language, basic principles of linguistics. Survey of different approaches and techniques used in language study. In addition to class meetings, a minimum of techniques used in language study. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 4910 Introduction to Driver's Education (3 Cr)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus.

EDUC 4911 Instructional Strategies and Methods for Teaching Advanced Driver Education (3 Cr)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school student's basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. Participants will gain an understanding of driving range and road driving according to state requirements. Participants will observe the range and in car instruction at two or more high school programs. Participants shall ride as an observer in the cars with the student drivers, both on the range and on the road.

EDUC 4912 Administration and Supervision of Driver Education (3 Cr)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving, as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. Participants will gain an understanding of driving range and road driving according to state requirements. Participants will observe the range and in car instruction at two or more high school programs. Participants will ride as observers in the cars with the student drivers, both on the range and on the road.

EDUC 4970 Advanced Special Topics (3 Cr)
Advanced topics in education that are not included in regular offerings. Specific content and prerequisites are announced in the course schedule for a given term. Students may re-enroll for special topics different content.

EECP 3330 Integrating Instructional Technology in the Classroom (3 Cr)
Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: EDUC 1100. In addition, students must have completed a computer literacy class (TECH 1110 or its equivalent) or a computer literacy test-out. Co-requisites: EDUC 3000 and EDUC 3001.**

EECP 3540 Services and Delivery Systems (3 Cr)
Students will be involved in appropriate and varied service delivery systems, including home-based, center-based, and hospital-based environments. Curriculum methods, materials, and practices will provide for inclusion of children with special needs and their families, including the gifted and talented and, also, provide for the needs of children and families who are linguistically and culturally diverse. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EECP 3550 Child Guidance and Classroom Management (3 Cr)
Students in this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children ages three to eight years old. Performing functional analysis of behavior and collaboration with support specialties will be discussed. The importance of consistency and proactive strategies will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I courses.

EECP 4330 Health, Nutrition, Safety, and Physical Development in Early Childhood (3 Cr)
Students in this course will study how to promote maximum growth and psychological safety of young children. Emphasis is placed on the indicators and procedures to ameliorate child abuse and neglect. Sources of community support and resources to support prevention and family strength will be highlighted. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III courses.

EECP 4340 Developmentally Appropriate Practices for Teaching Literacy and Language Arts in Early Childhood Education (3 Cr)
Students will plan, implement and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing language and literacy, including: pre-reading and reading, pre-writing and writing, and receptive, expressive, and interpretative communication. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I & Block II courses.

EECP 4345 Principles and Practices of Reading and Language Arts Assessment in Early Childhood Education (3 Cr)
Students will investigate a range of literacy and reading techniques and materials that assess reading progress in the early childhood classroom. Students will apply, implement, and evaluate developmentally appropriate methods for evaluating, improving and remediating individual prereading skills to ensure future success of all students within a diverse early childhood setting. In addition to class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. Prerequisite/s: All Block I & Block II courses.

EECP 4520 Developmentally Appropriate Practices for Teaching Reading in Early Childhood (3 Cr)
This course examines concepts in reading, including sequential development, skills in word recognition, and comprehension methods and materials. The rationale for each method is discussed and practical application with young children is stressed. This course is designed to focus on prereading and reading skills of students from age three to grade three. The relationship of writing, listening, and language to reading development is included. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III courses.

EECP 4530 Developmentally Appropriate Practices for the Integration of Creative Arts across the Early Childhood Curriculum (3 Cr)
Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of art, drama, movement, and music. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I, Block II, and Block III courses.

EECP 4545 Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education (3 Cr)
Students will focus on instruction and integration of mathematics and science content and methodology in the areas of emergent and developing mathematical and scientific principles. Theories of child development and learning will be reviewed as they apply to hands on instruction as well as assessment in both content areas for children in the age range 3 through 3rd grade. Students will plan, implement, and evaluate developmentally appropriate lessons while demonstrating best practices. Integration of both mathematics and science content area throughout the curriculum in developmentally appropriate ways will be stressed. Additionally, strategies for involvement of family and community will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III.

EECP 4550 Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood (3 Cr)
Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of social science. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I, Block II, and Block III courses.

EECP 4560 Integrating Literacy Throughout the Early Childhood Curriculum (3 Cr)
Students will focus on the review and application of varied samples of literature as they relate to the total curriculum, while integrating all phases of diversity in the early childhood classroom. The course examines the teacher's role in evaluating literature intended to foster students' ability to understand, recall, integrate information, and improve comprehension of the independent learner through the world of literature. In addition to the class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. Prerequisite/s: All Block I, Block II, and Block III courses.

ELEM 3530 Methods of Teaching Social Studies in the Elementary School (3 Cr)
This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for elementary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in an elementary school during the 10 hour clinical experience required for this class. This is an ESOL-infused course. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 3531 Science Curriculum Lab for Elementary Education Majors (1 Cr)
This science laboratory course explores the modern school science curriculum. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand from a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. This science laboratory component will explore the science concepts each week in a hands-on, material-based format using activity-based cooperative groups learning strategies. This course is only offered in Jamaica.

ELEM 3532 Science Curriculum for Elementary Education Majors (3 Cr)
This course examines the PreK through grade 12 science curriculum content that is based on National Research Council guidelines. Specific attention is given to major scientific concepts necessary for appropriate scope and sequence in teaching the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: Completion of all general education requirements and all Block I courses.**

ELEM 3540 Principles and Practices of Instruction and Assessment II (3 Cr)
This course explores three pedagogical models usable with all students. The phases of instructional development--planning, implementation, and assessment--provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing lessons in an actual classroom. This course is ESOL-infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students. In addition to class meetings, a minimum of 10 hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 3550 Methods of Teaching Science in the Elementary School (3 Cr)
The purpose of this course is to examine content and methods for teaching science in the elementary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL-infused course. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a clinical field experience in a community school. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 4330 Mathematics Curriculum for Elementary Education Majors (3 Cr)
This course examines the PreK through grade 12 math curriculum content that is based on National Council of Teachers of Mathematics guidelines. Specific attention is given to major math concepts necessary for appropriate scope and sequence in the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.

ELEM 4340 Methods of Teaching Language Arts through Children's Literature in the Elementary School (3 Cr)
This course examines content and teaching strategies for teaching language arts through the use of children's literature. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction. Students will implement ESOL strategies in planning and presenting language arts lessons. This is an ESOL-infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervised clinical component. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & II courses.**

ELEM 4350 Methods of Teaching Mathematics in the Elementary School (3 Cr)
This course will focus on methods of teaching mathematics to elementary children. You will explore a variety of techniques (using various manipulatives as well as technology) and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English proficiency (LEP) or who are exceptional learners. It is hoped that, through this exploration, students will discover that not only are there many approaches to teaching mathematics, but also that there are many ways for your students to solve given mathematical situations or problems. This is an ESOL-infused course. There will be a ten (10) hour clinical experience in a community school. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I and Block II courses.**

ELEM 4360 Methods of Teaching Literacy in the Elementary School (3 Cr)
This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL-infused course. In addition to class meetings, at least ten hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.**

ELEM 4530 Integrating Art, Music, and Health Education Across the Curriculum (3 Cr)
Examines the methodology for the integration of music, art, and health education into the elementary school curriculum. Age and grade appropriate methods, materials, activities, and assessment for each area will be introduced through practical applications that are based on current research. In addition to class meetings, at least 10 hours of clinical experience are required. This course has a mandatory university supervised clinical component. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, and Block III courses.**

ELEM 4540 Reading Assessment I (3 Cr)
This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. . The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required**.** Students will consider ESOL influence when administering assessments and interpreting data. This is an ESOL-infused course. In addition to class meetings, at least ten hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, and Block III courses.**

ELEM 4560 Methods of Teaching Reading Across the Elementary Curriculum (3 Cr)
This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL-infused course. In addition to class meetings, at least 10 hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses**

ESED 3530 Educational Assessment of Exceptional Students (3 Cr)
Assessment of exceptional students for instructional planning purposes is stressed. Topics include formal and informal evaluation techniques, as well as the interpretation, application, and communication of results. Emphasis is also placed on addressing programmatic needs from kindergarten through adulthood. **This is an ESOL-infused course.** In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3540 Introduction to Language Development and Speech Disabilities (3 Cr)
The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication. Individual needs and remediation concerns are addressed from early childhood to adulthood. Impact of inclusion and alternate strategies for delivery of services in the mainstream are investigated. **This is an ESOL-infused course.** In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3550 Vocational/Functional Life Skills (3 Cr)
 Personal and social skills for exceptional learners are stressed through emphasis on employability skills, career awareness, and transition planning for adult living. Teaching major competencies necessary from kindergarten through adulthood in the areas of vocational and social needs is explored and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.

ESED 3560 Education of the Mildly Handicapped (3 Cr)
Nature and needs of mildly handicapped students are stressed (definitions, characteristics, prevalence, incidence, etiology, and medical aspects). Educational needs of students who are limited in English proficiency (LEP) are investigated. Curricular planning, prevention and intervention strategies for exceptional learners (emotionally handicapped, educable mentally handicapped and specific learning disabilities) from kindergarten through adulthood in resource room or full inclusion settings are explored and applied. Professional organizations, array of services, utilization of community services from culturally diverse perspectives, IEPs and placement processes are emphasized. This is an ESOL-infused course. In addition to the class meetings, a minimum of ten (10) hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3561 Families, Professionals, and Exceptionality (3 Cr)
A study of theory, research, and best practices related to family-professional partnerships from both general and special education is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied for it is through such partnerships that reliable alliances develop. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.

ESED 4320 Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 Cr)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and teacher behavior from culturally diverse perspectives. These factors are related to the twelve accomplished practices from the Florida Education Standards Commission and the research base from the Florida Performance Measurement System (FPMS). A minimum of 10 hours of clinical experience in a community school is required. This course is cross-listed with ESED 4320. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.

ESED 4360 Educational Programming for the Emotionally Handicapped (3 Cr)
Emphasis is placed on instructional strategies for teaching students who are emotionally handicapped. Development, implementation, and evaluation of individualized educational plans are stressed. Instructional techniques, motivational strategies, and data-based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESED 4390 Curriculum for Learning Abilities (3 Cr)
A study of specialized curriculum and instructional materials for teaching students with specific learning disabilities will be emphasized. Topics include curriculum standards and resources for students ranging in age from kindergarten through high school.

ESED 4530 Classroom Procedures for Mentally Handicapped (3 Cr)
Emphasis is placed on instructional strategies for teaching students who are mentally handicapped. The development, implementation, and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, development programming, and data-based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESED 4550 Methods and Materials for Teaching SLD Learners (3 Cr)
Emphasis is placed on instructional strategies for teaching students with specific learning disabilities. Specialized approaches to teaching basic skills and adaptation of curriculum and materials for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervised clinical component of the clinical experiences. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESOL 2903 Cross Cultural Studies (3 Cr)
This course will enable students to expand their knowledge of a multiplicity of cultural groups nationwide. This knowledge will allow them to identify culture-specific verbal and nonverbal communications and school behaviors resulting from cultural variations and their influence on student behavior/attitudes. The use of recent research findings and cross-cultural awareness will assist participants in maximizing student learning and in designing culturally sensitive instructional materials while exhibiting appropriate teacher behaviors in cross-cultural school settings. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

ESOL 3340 Survey of TESOL for Teachers (3 Cr)
ESOL 3340 is required of all undergraduate preservice teachers enrolled in ESOL-infused programs. This course is a survey of TESOL for undergraduate education majors. It provides a broad conceptual framework for preservice teachers to understand the potentials and hurdles of the LEP in a subject area classroom. It surveys the Office of Multicultural Student Language Education's 25 Performance Standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This is an ESOL stand-alone course. In addition to class time, a minimum of ten (10) hours of clinical experience in a community school is required. **PRE-REQUISITE**: Completion of general education requirements and ESOL 2903 or equivalent.

ESOL 4565 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
ESOL 4565 is required of all undergraduate preservice teachers enrolled in the ESOL-infused programs. It focuses on second language development, covering language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The Sheltered Instructor Observation Protocol of the Sheltered Content Instructor Model is thoroughly explained and used. The preservice teacher is expected to be able to locate and use research and resources in ESOL methods and assessment. This is an ESOL stand-alone course. In addition to class time, a minimum of twenty (20) hours of clinical experience in a community school is required. **Prerequisite/s: Completion of all general education requirements, ESOL 2903 or equivalent, CLAST, Block I, Block II, Block III, ELEM 4530, ELEM 4540, ELEM 4560**

ESOL 4900 Survey in Teaching Limited English Proficient Students (3 Cr)
Survey course that addresses key competency requirements from each of the five ESOL endorsement courses. It is required of all education majors, as this course serves as a foundational overview for any additional course work in the area of ESOL studies. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. An overview of the required components for the E.S.O.L. Add-On Endorsement, including the Florida Performance Standards and Program Design Matrices which are used to verify the attainment of specified competencies. This is an elective offered for school district personnel who need to meet specific district requirements. This course is intended to meet the ESOL requirements for the Middle School Science major. This course is not designed to meet any of the ESOL requirements for Early Childhood, Elementary, or Exceptional students education majors. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

ESOL 4901 Methods of Teaching ESOL (3 Cr)
This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. In addition to class meetings, a minimum of 10 hours observation and participation in a clinical setting is required.

ESOL 4902 ESOL Curriculum and Materials Development (3 Cr)
Participants will learn how to design various models of appropriate ESOL curriculums to evaluate instructional materials, to select appropriate ESOL content according to levels of proficiency in the language arts, and to select and use effective instructional technologies/materials, including computers/VCR's audiocassettes, etc. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

ESOL 4904 Linguistics for ESOL Educators (3 Cr)
This course deals with the basic systematic and subsystematic organization of language, including phonology, morphology, syntax, and possible linguistic interferences in these areas of LEP students from diverse backgrounds. Students will learn how to compare language acquisition of different age groups, to identify principles of contrastive and error analysis, and to identify exceptionalities, characteristic of LEP students with special needs. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

ESOL 4905 Testing and Evaluation in ESOL (3 Cr)
Participants will learn to identify suitable ESOL assessment instruments and placement tests for ESOL students. Identification of available tests and construction of necessary ESOL test items in the cultural and language arts areas will be learned. The design and interpretation of appropriate testing - proficiency and achievement measures - as well as the interpretation of such assessment will be stressed. Traditional assessment procedures as well as authentic assessment will be incorporated into required activities. The bilingual/special education interface is also considered. A variety of necessary record keeping methods for different types of assessment will be discussed and used in assignments. In addition to class meetings, a minimum of 10 hours observation and participation in a clinical setting is required.

Master's and Educational Specialist Course Descriptions

ADME 500 The Development and Acquisition of Resources for Early Childhood Programs (3 Cr)
This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators (3 Cr)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are examined.

ADME 550 Supervision Methods and Approaches for Early Childhood Administrator (3 Cr)
This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs (3 Cr)
This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators (3 Cr)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators (3 Cr)
This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youths.

AFE 651 Conference on Global Leading, Learning and Research (summer term only) (3 Cr)
This course consists of the culminating activities of the applied field experiences developed from the student's Professional Growth Plan (PGP). The student's PGP is developed during AFE 650, the initial course is the student's graduate course of studies. The PGP is linked to the professional standards for each graduate education program specialization. These standards are based on state requirements and professional standards from related national associations. Applied field experiences linked to professional standards and state requirements are documented in the student's electronic portfolio. The culminating activities involve attendance at a summer conference with the theme of global leading and learning. Prescribed post-conference activities will be required.

APR 650 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

APR 688 Educational Applied Research Project (6 Cr)
The Field-Based Project is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves (a) submission of a formal proposal, (b) active participation in implementation, and/or research, (c) evaluation of the intervention activities, and (d) submission of a final report. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

APR 750 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000 and EDU 708.**

CAE 500 Introduction to Media and Instruction (3 Cr)
This course introduces the principles of instructional design and learning theory; examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media.

CAE 502 Internet for Educators (3 Cr)
This introductory course introduces fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore history of the Internet, Internet Services, forms of Internet communication and retrieval including email, listserv, usenet newsgroups, ftp, web browsers and Internet search engines. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access in the K-12 environment will be discussed and key terms and concepts for navigating the information highway will be presented.

CAE 503 Internet for Educators: Applications for Instruction (3 Cr)
This intermediate course examines Internet resources and communication tools and how they may be used in the learning environment to build critical thinking and research skills. Participants will learn to use the web to locate, examine and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of web communication, will be explored along with issues of acceptable Internet use in the K-12 classroom. Projects and activities focus on the individual participant's professional environment and curriculum needs.

CAE 504 Web Authoring 1: Introduction to Web Page Development (3 Cr)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to Web site design.

CAE 505 Web Authoring 2: Beyond Basic WWW Page Development (3 Cr)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to Web site design.

CAE 507 Online Video and Multimedia Production for Education (3 Cr)
This course introduces elements of video and multimedia production for classroom and distance delivery. Students will create online educational multimedia materials for display in Web formats using new technologies and software. (CAE 500 or 502 and CAE 504 recommended prior to registration for this course)

CAE 6100 Classroom and Clinical Applications of Assistive Technology (3 Cr)
The term assistive technology as defined by federal legislation is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities.

CBD 501 Special Education Law (3 Cr)
This course will provide participants with a clear understanding of the federal laws and regulations that apply to working with individuals with disabilities and their families in preschool and school settings. Legal and ethical issues, responsibilities, professionalism, and accountability of administrators, educators, and other service providers will be reviewed. Accommodations and modifications for students with disabilities will be explored. Additionally, inclusion and related issues will be discussed within the context of the laws.

CBD 502 Assessment and Diagnosis of Exceptional Learners (3 Cr)
This course introduces participants to the proper evaluation of educational and psychological assessments and the correct interpretation and use of assessment results specifically for students with disabilities. Special emphasis is placed on preparing participants to be sensitive to the social and ethical implications of assessment use.

CBD 503 Classroom Management (3 Cr)
Students will examine various theoretical aspects of and practical applications for the effective organization and management of the special education classroom. The interdependence of instructional planning and behavior management systems will be emphasized. Variables related to teacher behaviors, student behaviors, curricular concerns, and academic planning will be addressed.

CBD 504 Curriculum and Instructional Materials for Exceptional Learners (3 Cr)
This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with exceptional students. Emphasis is on planning and organizing classroom environments, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

CBD 505 Working with Families of Exceptional Learners (3 Cr)
This course will enable students to develop knowledge of historical influences of parents in the provision of education to children with disabilities. Participants will become familiar with past and present issues, priorities, problems and concerns facing parents of students with disabilities. Further, participants will examine the emotional stages that parents of children with disabilities frequently experience and be able to identify behavioral characteristics of the different emotions that parents encounter. Cultural factors impacting on parents' emotional reactions will be explored. Emphasis will be placed on participants' gaining an understanding of parents' emotional responses to their children's disability and enabling them to communicate and interact effectively with parents.

CBD 506 Transition of Exceptional Learners (3 Cr)
This course will focus on the strategies, methods, curriculum, and assessment for facilitating an effective transition from school to adulthood for students with disabilities. Special emphasis will be placed on career development and independent living.

CBD 508 Methods and Strategies in Behavioral Management (3 Cr)
The principles introduced in this course not only explain why certain behaviors exist, but also offers participants a methodology to produce desirable changes and improve the academic and social development of students with emotionally and behavioral disabilities

CBD 509 Social Skills Training (3 Cr)
This course introduces students to the interconnections between biological, cognitive, social, and emotional dimensions of emotional and behavioral disorders. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be examined.

CBD 510 Characteristics and Needs of Students with Developmental Disabilities (3 Cr)
This course provides a comprehensive coverage of developmental disabilities and outlines both past and present theories and practices in the field. The course also provides participants with basic information and foundational skills for understanding and working with students with developmental disabilities. Emphasis is on what the concept of developmental disabilities involves, how learning problems can be recognized, and how to address these problems.

CBD 511 Characteristics and Needs of Students with Learning Disabilities (3 Cr)
This course provides a comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. Participants will obtain basic information and foundational skills for understanding and working with students with learning disabilities. Great emphasis is placed on what the concept of learning disabilities involves, how learning problems can be recognized, and on how to address these problems.

CBD 512 Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 Cr)
This course involves a study of the characteristics of children and youth who are identified as emotionally and/or behaviorally disordered. Participants will develop an understanding of diverse theoretical perspectives, definitions, and intervention models; symptomology and etiological factors that contribute to EBD; and the descriptive data currently used in both the literature and the professional discipline.

CBD 513 Methods for Teaching Students with Developmental Disabilities (3 Cr)
This course focuses on the various strategies and techniques used to educate and train students with developmental disabilities. Emphasis is on normalization and the array of services available to students from infancy to adulthood. Special attention will be devoted to developing individualized program strategies for classroom organization and management, behavior change strategies, and on enhancing learning through microcomputer technology.

CBD 514 Methods for Teaching Students with Learning Disabilities (3 Cr)
This course introduces participants to the various educational programs and teaching strategies for students with learning disabilities Methods of managing and teaching students with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are explored.

CBD 515 Methods for Teaching Students with Emotional and Behavioral Disabilities (3 Cr)
This course introduces preservice and inservice teachers to the historical, professional and social contexts of the field of emotional and behavioral disabilities. Course content integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment, and provides information on how to plan, organize, and manage instructional programs for students in different settings

CBD 516 Teaching Mathematics to Exceptional Learners (3 Cr)
The primary focus of this course is on teaching of mathematics to children and youth with disabilities. The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course primarily attends to the domains of pedagogy and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided to teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM)

CBD 517 Teaching Reading to Exceptional Learners (3 Cr)
This course will concentrate on the best practices for teaching reading to students with disabilities. Participants will conduct research on literacy problems in the United States and examine reading approaches for students with disabilities. Understanding of best practice strategies for teaching and adapting reading curricula will be applied through a major research project.

CEDE 6501 Continuing Education (0 Cr)
Students who have been granted a program extension must register under this course number and complete all outstanding coursework within the nine-month time frame allotted. See the program's Extension Policy for details on eligibility requirement and procedures for a program extension.

CEDR 6501 Continuing Education (0 Cr)
Students who have been granted a program extension must register under this course number and complete all outstanding coursework within the nine-month time frame allotted. See the program's Extension Policy for details on eligibility requirements and procedures for a program extension.

CIMA 702 Curriculum and Instruction Trends and Issues (3 Cr)
This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of curriculum and instruction.

CIMA 707 Focus on the Future: Reconceptualizing Curriculum (3 Cr)
This course provides students with the opportunity to research current best practices in curriculum design for traditional electronic and distance learning environments and the skills and knowledge to assess relevant products.

CIMA 712 Curriculum and Instruction Management (3 Cr)
This course provides students with the skills and knowledge required to design and manage curricular resources and delivery to ensure congruence among the written, taught and tested curricula.

CIMA 717 Curricular Product Evaluation (3 Cr)
This course provides students with the skills and knowledge required to examine, review, evaluate, and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

CIT 500 Theories of Learning (3 Cr)
This course examines varied learning theories that directly impact education and their influences on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment and the focus on reorganization for school change will be discussed.

CIT 501 Curriculum and Instruction (3 Cr)
This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participants setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning and assessment of student learning outcomes are examined.

CIT 502 Research in Education: Process and Application (3 Cr)
This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participants setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning and assessment of student learning outcomes are examined.

CIT 503 Assessment of Learning (3 Cr)
This course offers a variety of pratical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 505 Management and Organization of Educational Programs (3 Cr)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

CIT 506 Social, Multicultural, Historical and Philosophical Issues (3 Cr)
This course examines how to develop appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different learners is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are examined.

CIT 609 Special Topics in Curriculum Design 1 (3 Cr)
This course is a directed study of special topics and issues in curriculum planning, organization and design. Programs in elementary and secondary schools; courses of study; teaching and resources; evaluation of curriculum; curriculum design and delivery will be among topics included in this survey course.

CIT 610 Special Topics in Curriculum Design 2 (2 Cr)
This course is designed to provide an analysis and synthesis of the individual student's learning experiences through research, evaluation and practical application of projects, programs and procedures developed throughout the individual program of study.

CSE 501 Managing Computer Resources for Teachers and Administrators (3 Cr)
This computer literacy course is designed for students majoring in computer science education, or students with prior experience in computing machinery, who wish to expand their knowledge. Educational applications of computer technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

CSE 505 Computer Applications (3 Cr)
After gaining facility with a computer operating system, students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers. **Prerequisite/s: CSE 501.**

CSE 510 Advanced Applications of Technology (3 Cr)
Extending basic applications of computers to new frontiers will help students blend critical thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo environment, graphics, and merging graphics with text material. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 515 Methods of Teaching Computer Science K-12 (3 Cr)
Students will investigate alternative instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan. **Prerequisite/s: CSE 501, CSE 505, CSE 510, CSE 520, CSE 525, CSE 530, CSE 535.**

CSE 517 Web Applications for Computer Science Education (3 Cr)
Students will use current Web development software to create instructional and informational Web pages for PreK-12 classrooms and schools. Elements of Web page design and formatting that are appropriate for PreK-12 students, along with sources of Web utilities, will be emphasized. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 525 Introduction to Structured Programming for Computer Science Educators (3 Cr)
Using the concepts of problem solving, critical thinking, and pseudocode, students will analyze assigned tasks and develop structured approaches to designing computer programs using the BASIC programming language. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 530 Introduction to Programming in C++ (3 Cr)
This course involves the study of the C++ programming language and emphasizes structured programming. Students will apply problem-solving and critical thinking skills to analyze assigned tasks and develop structured approaches to designing computer programs. AP Computer Science A test topics will be covered. **Prerequisite/s: CSE 501 and CSE 507.**

CSE 535 Java for Computer Science Educators (3 Cr)
The Java programming language is used to introduce and reinforce problem-solving through modular and object-oriented programming and applications of programs in a Web-based environment. This course introduces graphical user interfaces (GUIs), event-driven programming using abstract window toolkits (AWTs), and the placement of Java code within an HTML-based Web page. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 540 Data Structures (3 Cr)
Participants will develop skills in creating and testing programs to solve complex problems. Data abstraction and modularity are stressed. Students in the course will use the following data structures: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs. **Prerequisite/s: CSE 501 and CSE 505 and CSE 530 or CSE 535.**

CSE 545 Networking in Computer Science Education Environments (3 Cr)
Students will learn basic networking theory and practice appropriate for the K-12 computer science lab or classroom. **Prerequisite/s: CSE 501 and CSE 507.**

CSE 699 Applied Professional Experience in Computer Science Education (3 Cr)
This course will require graduate students to complete applied professional experiences in Computer Science Education in PreK-12 computer labs and classrooms. Students will maintain a reflective journal and create a portfolio that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits including CUR 526.**

CSE 720 Current Research in Computer Science Education and Technology Systems (3 Cr)
This course focuses on current research topics in computing for educational purposes in all curricular areas. Topics and trends in instructional hardware, software, programming languages, and methods will be emphasized. Students will identify and survey related literature, projects, and offerings through professional organizations and learning communities that cross curricular areas. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 730 Programming Languages for Instruction (3 Cr)
This course concentrates on pseudocode and programming languages that are used for instructional purposes. The emphasis of this course is on the foundations of introductory, structured, and object-oriented approaches at the broadest level. At the completion of this course, students will be able to select and implement instruction in languages that meet curricular frameworks. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 738 Computer Science Learning Facilities Design and Maintenance (3 Cr)
Principles of facilities design and maintenance required in a computer science classroom or lab environment are introduced and surveyed. The process of identifying district, state, and federal requirements, including accommodations and assistive devices for students with disabilities and varying instructional levels, will be stressed. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 760 Computer Science Education and Distance Learning (3 Cr)
Current delivery formats and platforms will be introduced to computer science teachers who will be responsible for designing, facilitating, or providing distance learning courses. Students will identify and evaluate a variety of tools that support distance learning. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 765 Leadership in Computer Science Education (3 Cr)
This course focuses on the development of curriculum and professional trends that support strong computer science education programs. Students will identify practices, policies, standards, and statutes that impact computer science education and computing across the curriculum and promote increases in student learning. Professional advancement opportunities in computer science will also be emphasized. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 770 Survey of Programming Languages (3 Cr)
A review of programming languages (teaching, contemporary, and emerging) will help students prepare for a constantly changing array of programming languages used in the computer science education curriculum. Benefits, comparisons, and selection of programming languages, based on educational goals and objectives and external requirements (advanced placement testing, certification, district curricula, workforce development, etc.), will be emphasized. Prerequisite/s: Master's in computer science education and master's and certification in computer science education.

CSED 501 Planning a Charter School Program—Start Up Logistics (3 Cr)
This course is designed to provide an overview of the charter school movement. The principles, practice, and purpose of charters schools are explored. Lessons emerging from existing charter schools and questions arising from the charter school movement are explored. This course will provide guidance in developing a charter school proposal, understanding the ins and outs of organizing a charter school, and the daily administration of charter school operation. Internet resources and a CD-ROM will provide state-of-the-art tools for learning.

CSED 503 Community and Public Relations (3 Cr)
This course will highlight numerous main topics of leadership needs including: navigating controversy and negotiating special interest groups; identifying strategies to gain support in the community from local school boards and unions, to the corporate community and the stock market; working with the media to address local and national controversy surrounding the school choice movement; community relations; and marketing and recruitment to parents and students.

CSED 504 Compliance with Federal Laws to Serve Students with Special Needs (ADA, IDEA) (3 Cr)
This course will provide participants with a clear understanding of the Federal laws and regulations that apply to working with individuals with disabilities and their families in preschool and school settings. Legal and ethical issues, responsibilities, professionalism, and accountability of administrators, educators, and other service providers will be reviewed. Accommodations and modifications for students with disabilities will be explored. Inclusion and related issues will be discussed within the context of the laws.

CSED 506 Curriculum and Instruction in the Charter Schools (3 Cr)
This course provides a comprehensive analysis of the process of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instructions. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course wil conclude with an in-depth study of a number of models of curriculum development. Special emphasis will also be placed on the investigation of various types of charter schools and the curriculum that drives these schools.

CSED 591 Assessment and Student Evaluations in the Charter Schools (3 Cr)
This course emphasizes the practical skills in student evaluatiion required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

CSED 698 School Leadership Internship (3 Cr)
This internship provides an opportunity for simulated and practical instructional experiences for future or current charter school administrators who wish to enhance their professional qualifications or explore other administrative positions. The internship is designed as the capstone experience for students completing their degree in Charter School Education/Leadership.

CUR 506 Curriculum and Instruction (3 Cr)
This course provides a comprehensive analysis of the *process* of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instruction. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course will conclude with an in-depth study of a number of models of curriculum development.

CUR 526 Educational Research for Practitioners (3 Cr)
This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their specialization.

CUR 591 Assessment and Evaluation (3 Cr)
This course emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

DEVE 0511 Developmental Foundation for Early Childhood (3 Cr)
This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

DEVE 0512 Approaches to Individualized Instruction in Early Childhood Education (3 Cr)
This course explores early childhood program models along with various in-depth studies of curriculum, including the self-concept development, social studies activities, and mathematics experiences.

DEVE 0513 Curriculum Design (3 Cr)
This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

DEVF 0571 Adult Development (3 Cr)
This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

DEVF 0572 Growth and Development of the Young Child (3 Cr)
This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

DEVF 0573 Middle Childhood and Adolescence (3 Cr)
This course describes ways in which growth and development in the transitional years affect, and are affected by, the family, the peer group, and an expanding number of significant others.

EC 500 Child Growth and Development (Birth through Age 8) (3 Cr)
Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains.

EC 501 Language Acquisition and Development (3 Cr)
This course engages students in the discussion of the language acquisition and development processes. Second language learner patterns characteristics and strategies are examined. Classroom and home activities, selection of materials, and support for literacy development are also discussed. Field experiences are integrated.

EC 503 Child Study and Assessment (3 Cr)
This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children age 3 through 8. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 508 Theory and Practice in Early Childhood Programs (3 Cr)
This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 509 Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 Cr)
In this course students examine the developmental and linguistic characteristics and needs of young children as a foundation for the development of the reading process. Theories about language and literacy acquisition and development are explored as a basis for the design, planning, and implementation of literacy and early reading classroom experiences. Five key areas for effective early reading behaviors are explored Students engage in appropriate field experiences

EC 511 Developmentally Appropriate Curriculum for Children Ages 3 to 8: Social Sciences and Arts (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement and music. Students will participate in appropriate field experiences.

EC 512 Concept Development: Math and Science (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences.

EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 Cr)
This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

EC 514 Family and Community Collaboration in Early Childhood Programs (3 Cr)
In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on ethnocultural and economic variables.

EC 517 Seminar of Family Systems (3 Cr)
This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) entailed in the family as a social institution and their impact on the child. Emphasis is placed in exploring and discussing the different family configurations found in today's society. Current national and local issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values and others will be discussed.

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (3 Cr)
This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized through the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course.

EC 519 Health, Safety, and Nutrition Issues in Early Childhood Classrooms—Birth through Age 8 (3 Cr)
This course is aimed to offer students with an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition bsp; Legal responsibilities of educators as well as recommended services and practices to promote a healthy and safe classroom environment will be examined.

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (3 Cr)
This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically (ESOL) different children. Guidelines for the design and implementation of appropriate literature-based activities for infants/toddlers, preschoolers, and primary age children will be addressed throughout the course.

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 Cr)
This course examines the concept of integrated curriculum and the use of plays as a developmentally appropraite teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated.

EC 526 Family Literacy (3 Cr)
Students explore methodologies to support parents and family members in literacy processes at home at school. Strategies for integrated curricular home/classroom activities are discussed. Selection and use of ESOL strategies, language and culturally appropriate materials for second language learners are discussed. Lesson planning and assessment issues are emphasized. Appropriate field experiences are integrated.

EC 533 Preschool Social Studies and Literacy Development (Birth-Age 4) (3 Cr)
This course analyzes the process and elements of development-tally appropriate integrated curriculum for children ages birth through age five. Students will discuss and analyze the different social, biological, economic, and cultural factors embedded in the concept "at risk." Emphasis is placed in the planning, selection of materials, implementation, and evaluation of curricular experiences for at-risk children. Attention is given to curricular intervention with children in home-based, hospital-based, inner city and rural community settings, children with special needs, and with linguistic differences. Students will participate in appropriate field experiences.

EC 541 Guiding Behavior in the Preschool Classroom (3 Cr)
Through this course students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers and preschoolers. NAEYC and AAP criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will examined. Appropriate field experiences are provided.

EC 579 Foundations of Emergent Literacy (3 Cr)
This course examines the development of language and literacy during the infancy and toddler years. Stages of language learning and development, role of parents and teachers are discussed. Issues about second language learning at home and school wil be examined. Developmentally appropriate techniques and ESL techniques for promoting language development are explored. Students engage in the development and organization of literacy materials and environments. Appropriate filed experiences are integrated.

EC 586 Early Intervention: Trends and Directions (3 Cr)
Early Intervention Trends This course examines recent practices and trends in the field of early intervention. Students engage in the analysis of current issues such as assessment practices, policies, intervention models, services, ethics and cross-cultural issues. Field experiences are integrated into course activities.

EC 592 Reading Process: Emerging Literacy (3 Cr)
This engages students in the design and implementation of a developmentally appropriate integrated curriculum with emphasis on emergent literacy activities for young children ages 3-4. Curricular technigues, methods, organization of the environment, and selection of appropriate materials are examined. Adaptations for children with special needs and second language learners and parent involvement starategies are discussed.

EC 601 Child Development Issues and Trends: The Preschool Years (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 602 Cognitive and Social Development: Cross-Cultural Considerations (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 620 Research Issues in Child Development (3 Cr)
This course provides an overview of the research process with an emphasis on research issues related to child development. Students examine research topics linked to the process of development (social-emotional, cognitive, language, physical) and to the education of children from birth through age eight. Data collection, bibliographical sources and classroom research practices are discussed. Appropriate field experiences are integrated.

EC 699 Applied Professional Experience (3 Cr)
Applied Professional Experience in Early Childhood Education: This course will require students to participate and document applied professional experiences in an early childhood setting (Preschool-Grade 3). Students will maintain a reflective journal and create a portfolio to demonstrate achievement of professional and content standards.

EC 5015 Teaching in the Kindergarten Classroom (1 Cr)
Teaching in the Kindergarten Classroom: This course provides an overview of appropriate pedagogical methods for the Kindergarten classroom. Students review the characteristics of five year-old children and discuss the teaching implications of the concept developmentally appropriate and culturally practices. Child-appropriate models, planning methods and selection of classroom resources are examined through hands-on activities. Field experiences are integrated.

EC 5280 Multicultural Children's Literature: Teaching Through the Content Areas (3 Cr)
This course examines the use of literature representative of different cultural groups for teaching through curricular content areas. Students will engage in the discussion of selected literary works from the different genres including riddles, songs, nursery rhymes, chants, and picture books. ESOL strategies for second language learners, lesson planning, design, and selection of props and storytelling techniques are discussed. Appropriate field experiences are integrated.

ECAI 501 Education and Society (3 Cr)
This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus.

ECIS 500 Introduction to Media and Instruction (3 Cr)
This course introduces the principles of instructional design and learning theory; examines methods for planning, production, and use of media in instruction; and provides experience in the development of a lesson plan that incorporates the use of instructional media.

ECIS 501 School and Society: Comparative Education Systems (3 Cr)
This course examines various K–12 educational systems in the global society. Students will be asked to compare schooling in various societies and examine how the educational systems are organized to meet the political, social, and economic agenda of the 21st century. Students will review and recommend strategies to ensure capacity and compliance of their home systems and within the global educational community and host country by using the ECIS evaluation and accreditation standards. Research and presentation skills, as well as the use of technology, will be emphasized.

ECIS 502 Theories of Learning (3 Cr)
This course examines varied learning theories that directly impact education and their influences on teaching and learning in international schools. Philosophies relating to how people learn, curriculum design, assessment and the focus on effective practices, and reorganization for school change will be discussed.

ECIS 503 Classroom Management and Organization (3 Cr)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

ECIS 504 Creativity in the Curriculum (3 Cr)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K-12 international school environment. The course examines methods for planning creative activities, assignments that call for original work, assessment of creativity, models for enrichment in international schools, independent learning, self-initiated projects, and classroom experimentation.

ECIS 505 Appropriate Curricular Practices in Multicultural Settings (3 Cr)
This course examines how to develop and implement appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESL) and culturally different learners as it pertains to the ECIS effective practices for ESL, Modern Languages, and Social Studies is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity and the host country culture are examined.

ECIS 506 Curriculum and Instruction (3 Cr)
Using the principles of curriculum development and related research and the ECIS evaluation and accreditation standards and effective practices, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization, and incorporates curricular issues uniquely associated with the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program of the International Baccalaureate Organization (IBO).

ECIS 526 Educational Research for Practitioners (3 Cr)
This course emphasizes the skills needed by educational practitioners in international schools in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting published research for application in instruction and training, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research (with an emphasis on international education issues) and the data-gathering techniques unique to the participant's area of specialization.

ECIS 591 Workshop in Student Evaluation (3 Cr)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation; the role of standardized testing in education; and the relationship of learning, assessment, and decision-making will also be examined.

ECIS 602 Technology and the School Curriculum (3 Cr)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer use in the K–12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction at international schools.

ECIS 699 International Teacher Leadership Institute (6 Cr)
The International Teacher Leadership Institute is an experience designed to provide participants with opportunities for professional development, which will enhance their leadership skills and abilities. The participants gather to listen to presentations, interact, share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. Participants are invited to share their own experiences, expertise, and views on matters of primary concern to school communities. To earn credit for this component, participants must also successfully complete the artifact component.

ECSE 699 Applied Professional Experience in Early Childhood Special Education (3 Cr)
This course will require students to participate and document applied professional experiences in an early childhood special education setting (infant, toddler, preschool, or kindergarten). Students will maintain a reflective journal and create a portfolio to demonstrate achievement of professional and content standards.
Prerequisites: 24 credits, inlcuding EDU 5000, CUR 0526, and EDU 0601.

EDL 500 Communication and Supervision in Educational Leadership Roles (3 Cr)
Using various proven activities, students will develop and apply their own interpersonal communication and supervisory skills. Since effective educational leaders work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behavior of others will be important elements of this course.

EDL 505 Educational Budgeting and Finance (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget.

EDL 510 School Leadership (3 Cr)
Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Standards (or those adopted by other states, for non-Florida students) are also included.

EDL 520 School Law for Administrators (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as Guaranteed by the Constitution and will include state and federal statutory and regulatory provisions as well as sort and contract liability as they influence public education. Students will explore states and federal regulations that present barriers to educational options and how decisions affect admissions, marketing, accountability and special needs students.

EDL 525 Personnel Selection and Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, group activities and papers are the tools used to cover these topics.

EDL 530 Organizational Management of Schools (3 Cr)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning. A variety of internal and external factor influencing the success of various school governance models will be addressed. Forming a govering body, financial planning and management structures will be identified and addressed.

EDL 550 Electronic Tools for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and management of a school. Policies and practices related to technological resources are also covered. Students are expected to have a basic level of computer literacy prior to beginning this course.

EDL 706 Financing Educational Programs (3 Cr)
Sources of funding for non-public school and other educational settings, various accounting methods used in the private sector, auditing and reporting requirements for charter schools will be studied and compared to public sector financial reporting and accountability process. Students will review the basics of the fiscal portion grant writing, evaluate budget formats, and prepare sample budgets reflective of their environment. This course may not be used towards Florida Educational Leadership certification.

EDL 711 Managing and Leading Educational Programs (3 Cr)
A thorough review of accreditation bodies and the standards affecting private, religious, charter schools, and other educational settings will be compared to those affecting the public domains (e.g., NCATE, ISLLIC, ISTE, etc.). The role of leader as a change agent will be presented, utilizing various models. The students will role-play various scenarios and situations to develop skills in group dynamics. This course may not be used towards Florida Educational Leadership certification.

EDL 721 Education Laws and Policies for Managers (3 Cr)
A review of Federal, State, and local laws and policies as they affect private, religious, charter schools, and other non-public educational settings with emphasis on contract and tort law as it affects these institutions. Case studies, law reviews, and simulations will be employed to prepare students for the types of interactions and decisions that need to be made in their environments. Sample policies from the student's environment will be used for discussion and analysis. This course may not be used towards Florida Educational Leadership certification.

EDL 726 Human Resource Management of Educational Programs (3 Cr)
The recruitment, selection, orientation, development, evaluation, and termination of private sector employees will be covered in connection with federal, state, and local personnel laws and policies. Particular emphasis will be placed on retention and competition for scarce resources. In addition, marketing of the private sector will be covered. (This course may *not* be used towards Florida Educational Leadership certification.)

EDL 731 Organizational Management of Educational Programs (3 Cr)
The private sector, in many cases, utilizes different models of management than the public sector. Detailed analysis of general organizational theories compared and contrasted with the public sector will be undertaken. The student will develop model(s) appropriate for their environment. Role-playing, case studies, and position papers will be used to formulate management designs and policies for study. This course may not be used towards Florida Educational Leadership certification.

EDL 741 Management of Support Programs (3 Cr)
A review of private sector programs/service guidelines and procedures in transportation, maintenance security, sports programs, as well as federally funded or mandated programs. A comparison of management techniques used in the public sector to the private sector will help students develop their own "style" and priorities. This course may not be used towards Florida Educational Leadership certification.

EDL 746 Managing the School Improvement Process (3 Cr)
Both the public and private sectors are being asked to develop Improvement Plans that include assessment. The student will study existing mission statements, goal standards, and assessment models as they currently are found in their environment and compare them with those found in the public sector. Through simulations and field activities the student will develop a plan for their program. This course may not be used towards Florida Educational Leadership certification.

EDL 761 Educational Program Safety Assessment (3 Cr)
Increasingly private sector educational programs are being subjected to federal, state, and local safety assessments. OSHA standards, Workers Compensation, Federal and State Electrical, Fire and Health Codes, ADA, IDEA, and other applicable codes will be reviewed, evaluated and compared to the current status of the student's environment. An Emergency Plan will be developed for contingencies such as fire, tornado, bomb threat, hostage, shooting, or other emergency situations. The development of a parent/student communication model will be critical to implementation of the plan. This course may not be used towards Florida Educational Leadership certification.

EDL 798 Internship in Management of Educational Programs (6 Cr)
A field based practical application of the basic concepts and principles of the program. The student, Internship Coordinator, and Mentor will jointly develop a series of activities that will incorporate the major themes of the program into the student's actual environment. A total o 300 hours will be logged in both structured and developed projects. This course may not be used towards Florida Educational Leadership certification.

EDU 501 School and Society (3 Cr)
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education.

EDU 502 Psychological Foundations in Education (3 Cr)
This course establishes a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.

EDU 503 Classroom Management and Organization (3 Cr)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

EDU 514 Pre-Internship Practices (3 Cr)
This course is an introduction to educational aspects necessary for successful state certification assessment. Seminar instruction focuses or lesson planning, vocabulary/educational terminology acquisition and classroom management techniques. School site observation and participation introduces students to current teaching practices and the school environment. Placement approved for specific school districts through the university offices (field supervision fee applies).

EDU 529 Seminar for Secondary Education (3 Cr)
In this seminar challenging issues and concerns unique to middle and high school education will be discussed from the perspectives of administrators, teachers, students and parents. Practical activities, model programs and case studies will provide opportunities to implement strategies to resolve these issues.

EDU 550 Introduction to Nature and Needs of the Gifted Child (3 Cr)
This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weakness, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 Cr)
This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas.

EDU 555 Seminar for the Guidance of Gifted Child (3 Cr)
This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

EDU 561 Independent Study for Research in Gifted (3 Cr)
This course is designed to give the student experience in research and in-depth theoretical readings in a substantive area not normally covered within the standard courses. Research projects and advanced reading will vary according to individual student interest.

EDU 601 Professional Seminar I (0 Cr)
This course is designed to assist the student in understanding the portolio process that is a program requirement. Students will become acquainted with the organization and strategies for managing the portfolio based on the State of Florida Accomplished, Professional, Preprofessional Competencies for Teachers for the Twenty First Century. Instruction will emphasize the procedures for creating, assessing and recording of portfolio evidence.

EDU 602 Professional Seminar II (0 Cr)
This course is designed to ensure students have completed the portfolio according to program requirements. Students will review all the portfolio evidence they created during the program to ensure that it is of acceptable quality and content as required by the Accomplished Practices. The course will also include practical applications of the portfolio process to the students' professional settings. **Prerequisite/s: EDU 601.**

EDU 610 BrainSMART Science, Structure, and Strategies (6 Cr)
Learn the principles that drive the BrainSMART process for effective instruction; discover strategies that have been shared with more than 75,000 educators who reach more than a million students; see BrainSMART authors model strategies with students; discover fascinating breakthroughs in brain and student achievement research that explain why some approaches to instruction work so well; learn how nutrition impacts mood and learning; and how learning changes the physical structure of the brain.

EDU 612 Thinking for Results: Applying the Science of Student Achievement (6 Cr)
Experience the exhilaration of discovering a process for increasing students' ability to think more effectively; learn about the cognitive assets that increase student achievement; discover the Drive Your Brain system for maximum learning from the BrainSMART authors; and equip yourself with a toolbox of strategies for helping students learn more effectively. The question will no longer be, "How smart am I?" but "How smart will I become?" **Prerequisite/s: EDU 610.**

EDU 614 Differentiated Instruction: Respecting Brain-Based Learner Differences (6 Cr)
Research suggests that less than 25% of students learn best with standard instruction techniques. Learn how male/female brain differences may impact communication and learning; discover a process for reading the barcode of your students' brains; gain strategies for presenting lessons in ways that maximize achievement by energizing and engaging students' brains in meaningful learning; master a toolbox of approaches for facilitating learning; and avoid seven of the most common teaching mistakes. **Prerequisite/s: EDU 610 and EDU 612.**

EDU 617 Courageous Learners: Tools for Teaching Students At Risk (6 Cr)
In many classrooms today, teachers are faced with the challenge of supporting the success of students who are at risk of academic failure. Learn the Courageous Learners framework for looking at this challenge; master a new approach for understanding and reaching students with attention deficit disorder (ADD); discover tools for increasing motivation and enhancing academic achievement by all students; and see the BrainSMART authors model strategies that work well with students who learn differently. **Prerequisite/s: EDU 610, EDU 612, and EDU 614.**

EDU 619 Student Achievement and Classroom Management (6 Cr)
Research suggests that the application of cognitive strategies enhances both student achievement and classroom management; discover ways for enhancing academic success that may be applied to all curriculum areas. Research suggests that 80% of classroom management problems may be avoided by a brain-friendly approach to instructional design; learn how to harness five forces of classroom management that influence the climate of your classroom. **Prerequisite/s: EDU 610, EDU 612, EDU 614, and EDU 617.**

EDU 688 Teaching Internship Seminar (9 Cr)
This course offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 16-week internship that consists of two components. The central coursework is composed of a 14-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. This is an ESOL-infused course. During the seminar sessions, the intern will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; Profesional Generic Competencies; Preprofessional Educator Accomplished Practices; teaching strategies; current trends in educaiton; review and discussion of essential teaching competencies, Bloom's taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the student teaching experience.

EDU 689 Supported Teaching Externship (9 Cr)
The purpose of EDU 0689 is to provide support for ICP students who are hired as full-time teachers before completing the internship. Areas covered include on-site classroom management, the effective use of assessment, lesson planning, and implementation of established curriculum and assistance in preparation for the FCAT.

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)
One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s: EDU 610, and EDU 612.**

EDU 702 Curriculum Trends and Innovation (3 Cr)
This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included.

EDU 704 Comparative Education Systems (3 Cr)
This course provides and overview of global education systems and seeks to engage students in the analysis of curriculum, teaching styles, multicultural issues, political implications, law-related issues, and eveluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world.

EDU 708 Research and Design in Education (3 Cr)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings.

EDU 714 Families, Schools, and Communities; Ethical Issues and Practices (3 Cr)
In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multicultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed.

EDU 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of recent theoretical positions and research in human developement. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, i.e., brain research, learning styles, mulitiple intelligences, neo-Piagetian studies.

EDU 721 Grantsmanship, Program Planning, and Evaluation (3 Cr)
This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects. Prerequisite/s: CUR 526 or equivalent.

EDU 722 Effective Teacher Behaviors (3 Cr)
The teacher is considered by many to be the most important variable that influences learning in the classroom. Teacher characteristics such as clarity, business-like behavior, teacher enthusiasm, and other teacher behaviors that influence students' attitudes and achievement will be studied in this course. Research studies on teacher characteristics will be analyzed to determine the validity of their design and outcome. Training protocols in these behaviors will be an important outcome of this course. This course will also provide an opportunity to reflect on the teaching profession from a philosophical and personal perspective.

EDU 723 Values, Ethics, Character Education (3 Cr)
This course will examine the role of character education in the classroom. Classical and contemporary moral theories will be examined. Strategies for interdisciplinary teaching will be emphasized. Students will learn how to design and implement programs that result in effective classroom learning environments. Current research about moral development, conflict resolution, ethics, and values will be integrated with practical knowledge enabling students to affect positive change in the school climate and school culture.

EDU 724 Critical and Creative Thinking Processes in the K-12 Classroom (3 Cr)
The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined.

EDU 725 Models Teaching Curriculum (3 Cr)
Various models of teaching and curriculum development will be studied in this course as to their appropriate use in increasing students' capacity for personal growth, social growth, and academic learning. Students will explore multiple ways of constructing knowledge as they study and explore a variety of models of teaching that will enable them to enhance the learning environments for the students.

EDU 726 Issues Curriculum Teaching (3 Cr)
Current issues in the development of curriculum and the teaching of students in a pluralistic society will be examined in this course. Theories and techniques in the process and nature of instruction will be analyzed. Students will consider curricular reform proposals and renewal. This course will allow for in-depth exploration of specialized topics involving curriculum theory and practice and the professional development of teachers.

EDU 727 School Leadership Roles (3 Cr)
This course will assist educators in becoming skilled clinical supervisors. It provides the background and theories needed to understand supervision and its relationship to curriculum and instruction. Field assignments will provide opportunities to practice and receive feedback on conferences and observation techniques.

EDU 729 Evaluation and Assessment Practices (3 Cr)
The purpose of this course is to introduce elements of measurement and assessment that are essential to good teaching. The assessment of learning plays an important role in the instructional process, and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms.

EDU 730 The Neurobiology of BrainSMART Instructional Leadership (6 Cr)
Effective leaders facilitate professional development that translates student achievement research into results in the classroom. Research by the National Research Council suggests that learning changes the physical structure of the brain. Some 90% of all books on the brain and learning have been published in the last five years and the insights that flow from recent brain research are consistent with the last 50 years of cognitive studies. Discover ways in which these implications are being translated into powerful approaches to learning and teaching in schools that maximize learning.

EDU 731 Best Practices in Thinking for Leading (6 Cr)
Mental models have a powerful influence on how schools function and connect with key stakeholders. Common language and metaphors can help galvanize support for the implementation of critical initiatives. Equip yourself with a toolbox of powerful strategies for effective thinking with the Thinking for Results framework, which gives students the thinking tools for maximum academic achievement and lifelong learning success. These include strategies for gathering and processing information, techniques for effective expression, effective use of time and space, and practical optimism, along with many other foundational tools. **Prerequisite/s: EDU 730.**

EDU 732 Differentiated Instructional Leadership (6 Cr)
The theory of differentiated instruction offers a powerful lens for looking at effective instructional leadership. The course explores several approaches to helping instructional leaders identify learner differences and adapt instruction. These approaches include gender differences, cognitive strengths, learner preferences, and a tool for reading the barcode for the brain. Methods of varying instruction including the keys to effective presenting and facilitating will be explored. **Prerequisite/s: EDU 730 and 731.**

EDU 756 Administration of Gifted Programs (3 Cr)
The content of this course will include discussion of the organization and administration of gifted programs for pre-school to grade 12; analysis of the role of administrator in providing programs and improving instruction for gifted and talented students; and analysis of the problem solving process in resolving unique issues in gifted programs.

EDU 757 Designing Curriculum for the Gifted (3 Cr)
Focussing on Linguistically and Culturally Diverse Students: The content of this course will include designing curriculum based on the characteristics/behaviors/needs of atypical gifted students; analyzing and developing of instrumental strategies for the atypical gifted; and integrating technology into the planning and design of curriculum that addresses the social, emotional and linguistic needs of this special population of students.

EDU 759 Critical Thinking for Gifted Students (3 Cr)
The content of this course will include Research related to hemisphericity and its relationship to critical thinking in the intellectually and creatively gifted; identification, analysis, and evaluation of teaching strategies that encourage critical thinking in gifted students from pre-school to grade 12.

EDU 760 Gifted Students in the Regular Classroom (3 Cr)
The content of this course includes discussions of issues and procedures related to the needs of intellectually and creatively gifted students in the regular classroom; analysis of curriculum methods, teaching strategies, materials, and evaluation techniques for use with gifted students in the regular classroom setting.

EDU 761 Independent Study for Research on Gifted (3 Cr)
This course is designed to give the student experience in research and in-depth theoretical readings in a substantive area not normally covered within the standard courses. Research projects and advanced readings will vary according to individual student interest.

EDU 762 Applied Research Project in Gifted Education (3 Cr)
This course provides the student with opportunities to explore a problem-oriented, individual research project under the direction and supervision of a graduate faculty member.

EDU 5000 Orientation to the Graduate Teacher Education Program (0 Cr)
This seminar provides an orientation to the program and technology skills necessary for successful participation in GTEP. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will learn technology skills, i.e., using email, sending attachments, navigating the Internet to locate GTEP Web sources, accessing the NSU Electronic Resources, using APA form and style, locating and using the GTEP Web site, and using WebCT for online classes. The seminar also provides students an opportunity to meet with an Academic Adviser/Enrollment Services Representative. Attendance at this non-credit seminar is required for all students entering the Graduate Teacher Education Program (GTEP). Students should complete EDU 5000 during the same session that they take their first graduate course.

EDU 6505 Special Topics in Education I (3 Cr)
Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study.

EDUB 702 Curriculum Trends and Innovations (3 Cr)
This course focuses on the analysis of current educational practices, models, and futuristic approaches. Emphasis is placed on the investigation of educational curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, home schooling). Integration of technology and multimedia is also included. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 708 Research and Design in Education (3 Cr)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative)i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation and appropriate analysis and interpretation of research findings. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 714 Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society (3 Cr)
In this course students delve into the roles, practices, and responsibilities of educators working with families and communities from the perspective of multicultures and diversity. Ethical and legal issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are pondered. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of recent theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, i.e., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 729 Evaluation and Assessment Practices (3 Cr)
This course engages students in the analysis of critical issues and their relation to national/international trends in testing and legal and ethical issues in evaluation. Students will pursue a formal inquiry project that focuses on meaningful program effectiveness. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUB 799 Teacher Leadership Institute: Leading Brain-Based Change (3 Cr)
This course is a capstone experience for students of teacher leadership and school change. Integrating key aspects of the program with the discipline of educational and instructional leadership, the coursework, materials, and assignments are intended to provide a framework for analyzing, synthesizing, and constructing a plan that encompasses research, theory to practice application, and problem solving for the challenges to change within schools and school systems. After a review of the Ed.S. program coursework, compilation of a summary literature review, and preliminary plan, students will develop a plan for systemic change within the school that can realistically be applied to their work environments. **Prerequisite/s: EDU 730, EDU 731, and EDU 732.**

EDUC 610 Classroom and Instructional Management (6 Cr)
Energize your teaching and motivate your students. Learn instructional concepts and teaching techniques that will help you manage today's interactive classroom. Develop proactive management strategies such as conflict resolution and peer mediation to increase on-task behavior and promote active learning. Challenge your students by designing engaging lessons to meet their social and academic needs.

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 Cr)
Examine the impact of federal, state, and local regulations and policies on inclusive educational programs. Learn how to integrate curriculum, instruction, and assessment to meet the diverse needs of your students. Develop a repertoire of assessment strategies to evaluate your students' learning and growth utilizing standardized tests, teacher-created tests, portfolio assessment, and performance tasks.

EDUC 630 Action Research in Practice (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 640 Cognitive Curriculum (6 Cr)
A coherent and connected curriculum fosters the transfer of learning from an original setting to new and novel situations. Learn to stimulate the minds of your students by using authentic curriculum models that connect ideas across the content and bring the "real world" into the classroom. You will create learning experiences that promote your students' creative and critical thinking and problem-solving skills.

EDUC 650 Instructional Modes and Technology (6 Cr)
A repertoire of teaching strategies integrated with technology solutions opens the door for your students to a new world of people, places, and ideas. Learn how to identify, evaluate, integrate, and implement models of teaching. Discover how to select technology tools that are appropriate to specific models of teaching. Foster creativity, problem-solving, and research skills to increase student motivation and achievement.

EDUC 660 Reading Foundations and Instructional Interventions (6 Cr)
Reading is the foundation for every other subject. As a teacher, you need to have many tools at your disposal to enable your students to be successful readers. Explore a wide array of methods, materials and strategies that help students learn to read. Learn how to instruct your students in phonics and phonemic awareness, and how to build beginning readers print and alphabetic awareness. Vocabulary development, methods of reading instruction and strategies for building reading comprehension are also part of this dynamic block.

EDUC 661 Action Research in Practice—Reading (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to reading in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a reading topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 662 Language, Learning, and Technology Across the Curriculum (6 Cr)
Develop literacy by infusing thinking and process skills with technology across the curriculum. Learn how to integrate reading, writing and technology into everyday lessons that will motivate your students. Explore how to structure your classroom environment to better promote content area reading skills. Gain critical knowledge in using learning as a way to develop reading abilities. Learn to effectively assess students' reading progress.

EDUC 670 Teaching and Assessing Math through Technology (6 Cr)
Technology can be a powerful tool for teaching math, even to the most reluctant student. You will have the opportunity to reflect upon your current math instruction and learn new strategies for enhancing concept development and computation, including the application of technology. Learn new techniques for teaching basic math skills and diagnosing skill level development.

EDUC 671 Action Research in Practice—Math (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to math in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a math topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 672 Best Practices for Teaching Math Across the Curriculum (6 Cr)
Develop instructional activities in math that inspire learning in all students. Using research-based best practices, learn how to encourage logical-mathematical thinking and integrate math across your curriculum. Explore the connection of course content to learning standards. Learn how to blend brain-compatible teaching techniques and thematic teaching with your daily math instruction.

EDUC 680 Computer Applications and Technology Across the Curriculum (6 Cr)
Teaching technology as a separate subject does not prepare students for the reality of the technological world around them. Learn how to integrate technological resources into specific content areas. Explore basic software, media tools and emerging technology, and learn now to infuse the Internet into your lessons.

EDUC 681 Action Research in Practice—Technology (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to integrating technology in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a technology integration topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 682 Orchestrating Your Classroom with Technology (6 Cr)
Develop skills in using hypermedia and multimedia in your classroom, and learn how they can be used to motivate and support the learning of your students. Plan, design and develop multimedia projects and integrate them into your everyday teaching.

EIA 501 Interdisciplinary Arts in Society, Community, and School (3 Cr)
This survey course outlines the emerging field of Community Arts and defines vital roles artists can play in structuring, rebuilding and maintaining communities within cultural, social and educational contexts. This course will develop the awareness and ability to nurture relationships among the artist, arts organizations, educational organizations, the business and commercial sector and audiences, including the ability to broaden participation in the arts, initiate arts education programs and forge links among various communities.

EIA 503 Arts and Classroom Management: Infusing Arts into the Classroom and Beyond (3 Cr)
Students will be introduced to the concepts and practices of arts infusion into the classroom. Methods and techniques of dramatization, music, dance, and visual art utilized as learning vehicles are investigated and analyzed. The structured of the "classroom" is reexamined as a potential "learning stage" and reevaluated as an arts-friendly environment wherein numerous learning styles are addressed. Some of the issues covered are balancing creative chaos with an atmosphere of orderly systematic learning; grading and evaluation; arts as a delivery system for teaching math, science, history and social studies; and the role of the arts in teaching character and emotional intelligence. Arts Management beyond the classroom is also explored.

EIA 506 Applied Esthetics in the Arts: Curriculum and Instruction (3 Cr)
Applied Aesthetics examines the philosophical underpinnings of Art. Students explore the aesthetic, intellectual, perceptual, ethical, analytical, visionary, critical and pragmatic aspects of various arts disciplines and how they can be applied to curriculum. Some of the issues addressed are the role of authorial intention, the nature of expression, the nature of realism, the art-as-moral-teacher versus art-for-art's-sake debate, the nature of beauty, the Mozart Effect, learning styles, multiple intellegences and theories of genres.

EIA 511 Studies in Creative Process and Conceptual Arts: A Quantum Vision (3 Cr)
This course examines the nature of the creative arts in contrast to the interpretive arts. It encourages students to embark upon a personal exploration of the creative process as they conceptualize new works and new forms of expression and artistic achievement. Students investigate techniques of harnessing and applying creative thinking as a method of problem solving. Key principals of quantum physics are applied to art and the creative process. Parallels are drawn between creativity and the quantum realm - the invisible world wherein the visible is designed and assembled. In this environment of pure potentiality, students are encouraged to challenge existing perceptions, interpretations, and expectations in an effort to cultivate imagination and flexibility. This course offers insight into students' roles as artists and educators who will be creating a new global culture.

EIA 512 Arts and Expressive Therapies: A Survey (3 Cr)
The area of Expressive Therapies explores the arts as a vehicle for therapeutic artistic expression, transformation and healing. With the basic philosophical assumption that art is inherently a psychological activity, this course emphasizes a developing awareness of the healing aspects of the arts in both diagnostic and therapeutic intervention. It examines different art modalities in their practice in a range of clinical, educational and human service settings. Taking a holistic approach to health care and human growth, this course will examine both traditional and progressive methods of Arts and Expressive Therapies.

EIA 513 The Art of Words: Writing for Dramatic Media (3 Cr)
This course is an examination of the fundamentals of dramatic writing; learning to use the tools and techniques of the playwright, screenplay writer, teleplay writer, librettist, or performance artist. Plays, movies, TV shows, operas, ballets, and performance art will be explored and analyzed from the point of view of theme, plot, dialogue, character development, structure, tone, genre, and scenario. Each student will create a short original script. Building on the strengths of the specific arts discipline in which the student received undergraduate training, he or she will be guided through a linguistic pre-visualization of the project before scripting begins.

EIA 514 Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 Cr)
This course explores various methods of "taking art to work" with the objective of fostering productive collaborations, "out-of-the-box" problem-solving, enhanced ergonomic work environments, and higher morale and motivation in the corporate or business workplace. Students are introduced to concepts and practices of arts business and management. The roles and duties of producers, general managers, agents, unions, entertainment attorneys, and production officials are examined. The concept of "social entrepreneurism" is introduced as a new approach to business practices in the arts.

EIA 515 Thou Art: Reuniting Culture and Spirit for a Global Society (3 Cr)
This course will explore the concept of art as a verb – the present perfect form of being. The role of the artist in society is examined from the perspective that art is something one is rather than something one does – illuminating the unifying power of creativity. Emphasis is on cultures that have never separated from their spiritual core. This course focuses on ways of building bridges between Western Culture and its spiritual foundations through personal artistic expression.

EIA 517 Interdisciplinary Arts Infusion: From Chaos to Order (3 Cr)
This course introduces a unique interdisciplinary arts education methodology and demonstrates how its techniques and activities can be infused into the classroom. The Lovewell Method is an applied arts education philosophy. This methodology not only trains students in professional creative, conceptual and performing arts skills, it develops higher levels of social, organizational, and motivational skills. Teachers seeking arts-related recertification will explore pedagogy built on Authentic Experience and Cognitive Thinking. You will actually interface with students and faculty of a Lovewell Workshop in progress and follow the development of the creative process through the opening night of an original interdisciplinary production as it is presented to the community. Teachers will have the opportunity to observe the three primary components of the Lovewell Process: the educational, the artistic, and the social/therapeutic as they interweave various arts disciplines such as drama, music, design, dance, video, stage management, and technology. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles. This process encourages and facilitates creative thinking in students, parents, local artists, teachers, schools and ultimately ripples out creating a true cultural community and a heightened interest in your specific arts program. **This is a teacher certification course.**

EIA 526 Research in Interdisciplinary Arts: An Introduction to the Interdisciplinary Arts Program (3 Cr)
This course orients the incoming student to the core ideas, history and philosophy of Interdisciplinarity in the Arts. It also introduces students to the various research designs and methodologies relevant to the arts such as historiography, arts-based research, content analysis, theory and criticism, and relevant elements of qualitative and quantitative methods. Students examine the origins, contexts, masterpieces, and creators of exemplary artworks that combine various art forms. From Gesamtkunstwerk to contemporary interactive multi-media video and musical theatre, elements of form, structure and composition are explored as students select a focus of study and prepare a research paper.

EIA 537 Musical Theatre Studies (3 Cr)
This course will illustrate Musical Theatre as being the prime example of Interdisciplinary Art in that it, by definition, encompasses the combined disciplines of music, theatre, dance and design. The course will examine the advent of the musical theater in the United States, Great Britain and the movies. The inclusion of such an interdisciplinary art form, utilizing music, drama, visual and dance-based artistic involvement as a vehicle in the Fine Arts, Language Arts and Social Studies classroom for the delivery of curriculum cannot be too strongly advocated. The use of Cooperative Learning techniques, Multiple Intelligences and Alternative Assessment through the creative process provides conceptual frameworks for student growth and development.

Audio and video examples of masterpieces the genre will be used. Readings will be engaged-in and discussed. Group-level projects designed to share like-minded experiences will be continually pursued. Social relevance, global education and multi-ethnic inclusion in the curriculum will be examined through the lens of Interdisciplinary Arts.

Through texts, students will learn the "inside story" regarding the production techniques and rationale behind many of the decisions made by administrative and artistically creative members of the original production teams. Questions of race, class consciousness, political culture and the popular themes of love and hate will be examined as themes from diverse productions. A final project including lesson plans and a proposal will equal 1/3 of the grade. The project will be designed for a group-based, Multiple Intelligence driven, globally relevant, multi-cultural skit / show or musical performance which will be produced by students.

EIA 540 Moving Art: Aesthetic of the Motion Picture 1922 – 1966 (3 Cr)
This course is both a survey and a research course, which examines the advent of the film throughout the world as produced between 1922 and 1966. Students will explore the great strides in character development, plot construction, acting technique, scriptwriting, editing, use of light and shadow, and camera and lens technique, that, through the use of the artistic vision of numerous creators, have set our social stage during these developmental years. They will examine the commonly accepted definitions of beauty, art, value, mores, motivation, and behavior which have been influenced by the films of this era and are just a few of the attributes used to definite humanity. The study of film as an interdisciplinary art form, utilizing music, acting, directing, design, editing, dance, dramatic writing, and visual artistic involvement, will be used as a means of widening the vision of emerging interdisciplinary arts professionals.

EIA 557 Cinematherapy I: Images with a Purpose (3 Cr)
We live in a culture of images. In this course students will be immersed in a process of in-depth examination of the meaning and power of images. Images, in fact, are never neutral; their effect is that of conditioning the observer. It is important, therefore, to carry out a scholarly analysis of what an image actually is. Image based thinking will be considered both in relation to the creative process and to problem solving. We will begin with the philosophical concept of an idea as a mental representation. We will study the symbolism of dreams in order to understand the close relationship between images and the unconscious. The psychoanalytical proposition that a film may be considered the film director's dream will be closely scrutinized. Students will study Cinematherapy: a new technique for analyzing films and psychological dynamics. The concept of Cinematherapy is rooted in the awareness that the film viewer is conditioned by his or her individual life experience, and this in turn makes the viewer's perception highly unique. The viewer's intimate interior world and life experiences condition perception of the film, and result in a highly subjective interpretation. This is due to the fact that the viewer assimilates only certain images and edits out others, all on the basis of unique individual experiences. The study of Cinematherapy will enable the viewer to understand the underlying causes of certain emotions experienced during a film, and will shed light on certain aspects of one's own personality and on how others view the same situation.

Through in-depth analysis of the image, the student will come to understand and make intelligent use of the power that images have on their audience. This knowledge is useful for anyone working in the world of visual communication such as photographers, art directors, painters, sculptors, and advertising personnel. This course will also prove useful to psychologists, doctors, social workers, teachers and others working with groups or individuals for self-improvement. The study of Cinematherapy contributes to an understanding of specific emotional patterns induced by certain images.

EIA 558 Cinematherapy II: Personal and Social Awareness trough Cinema (3 Cr)
This course focuses on the analysis of mythology through international cinema. The course will expand on topics and concepts presented in Cinematherapy I: Images With A Purpose. Students will examine in depth the differences between Freud and Jung's psychological perspectives on symbolic dream interpretation, as well as the concept of the collective unconscious and its archetypes, which appear in Jungian theory. This will enable students to utilize their comprehension of the symbolic language of dreams in order to conceptualize the personal mythology theory of Dr. Stephen Larsen. Through the analysis of selected films, students will examine six major mythological themes, which recur across cultures, demonstrating that cinema functions as society's modern day mythology as identified by Dr. Joseph Campbell. The goal of this course is to provide students with a broader understanding of similarities between personal and socio-cultural mythology by using cinema as a tool for psychological examination and social comprehension, enabling them to become more effective educators and artists as well as more globally conscious individuals.

EIA 600 International Arts and Culture Infusion (3 Cr or 6 Cr)
This course introduces a unique interdisciplinary arts education methodology and demonstrates how its techniques and activities can be infused into the classroom. The Lovewell Method is an applied arts-education philosophy. This methodology not only trains students in professional creative, conceptual and performing arts skills, it develops higher levels of social, organizational and motivational skills. Teachers and artists seeking arts-related classroom development will explore pedagogy built on Authentic Experience and Cognitive Thinking. They will actually interface with students and faculty of a Lovewell Workshop in progress and follow the development of the creative process through the opening night of an original interdisciplinary production as it is presented to the community. Teachers will have the opportunity to observe the three primary components of the Lovewell Process: the educational, the artistic, and the social/therapeutic as they interweave various arts disciplines such as drama, music, design, dance, video, stage management and technology. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles. This process encourages and facilitates creative thinking in students, parents, artists, teachers, schools and ultimately ripples out creating a true cultural outreach to the community and a heightened interest in the arts as a vehicle for learning in all subject areas.

EIA 630 International Cinema Studies in Italy (3 Cr)
This course focuses on the analysis of international cinema with particular emphasis on Italian cinema. Students will participate in a rich cultural exchange onsite in Italy while studying with Italian professors and professional directors, actors, producers, composers, designers, and cinematographers from all over the world. This course offers participants an authentic interdisciplinary learning experience, including interactive workshops at the Maremetraggio Film Festival in Trieste and field trips and lectures involving some of the leading international artists, technicians and business experts working in the world of film. Another component of this course includes an on-location lecture/demonstration at Cinecittà, Europe's top movie studio in Rome, designed to analyze the process and the environment in which some of the world's greatest movies have been produced.

EIA 688 Capstone: Interdisciplinary Arts Leadership (6 Cr)
This capstone project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. The project must be outlined in writing and approved by the Program administrator and artistic director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in the Interdisciplinary Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 689 Capstone: Theatre Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Theatre/Dramatic Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Theatre/Dramatic Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 690 Capstone: Musical Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Musical Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Musical Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 691 Capstone: Visual Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Visual/Fine Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of the Visual Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 692 Capstone: Dance Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Dance Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Dance Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 6505 Special Topics in Interdisciplinary Arts I (3 Cr)
This course involves the qualitative analysis of emerging issues in trends in interdisciplinary arts. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: IAP Director Approval**

EIA 6506 Special Topics in Interdisciplinary Arts II (authorization required) (3 Cr)
Special Topics in Interdisciplinary Arts II expands and enhances qualitative analysis of issues in trends identified through activities in interdisciplinary arts. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor, and are to reflect advance level of inquiry and problem-solving related to the students program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: IAP Director Approval**

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as part of this course.

EL 601 Comprehensive Examination (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The program comprehensive examination is administered. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator.

EL 698 Administrative Internship (3 or 6 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hourse, completion of a leadership portfolio, and seminars related to the role and resposibilities of the educational leader.

EL 699 Administrative Internship (6 Cr)
Thid course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 240 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)
Methods, materials and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and algorithms (computational). Emphasis will be given to the teaching and assessment of concepts.

ELE 503 Reading in the Elementary School (3 Cr)
This course focuses on the key theories and models of the reading process and a critical evaluation of competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction.

ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)
This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. Emphasis is placed on the application of curriculum models, as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s: ELE 503.**

ELE 505 Teaching Visual Arts and Music in the Elementary School (2 *Cr*)
This course focuses on the skills and techniques, cultural and historical connections, creation and communication, aesthetic and critical analysis, and design and use of appropriate assessment strategies in teaching visual arts and music in the elementary school.

ELE 506 Teaching Physical Education and Health Education in the Elementary School (2 *Cr*)
This course focuses on physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education and health education in the elementary school.

ELE 540 Creativity in Elementary School Curriculum (3 Cr)
The purpose of this course is to focus on the foundations and techniques of art, music, and physical education as integrated aspects of the school curriculum. A review of the principles behind the concept of creativity and its relationship to daily classroom activities is also considered. The diversified curriculum is based on current research in teaching elementary arts, health education, and physical education that responds to national and state competencies and standards.

ELE 601 Teaching Language Arts in the Elementary School (3 Cr)
An examination of the research, trends, and pedagogy in the area of language arts. Emphasis will be placed on curriculum integration, instructional techniques and assessment.

ELE 602 Teaching of Science in the Elementary School (3 Cr)
Methods, materials, and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. Emphasis will be given to exemplary processes and projects.

ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 Cr)
Methods, materials, and approaches for teaching social studies, including citizenship education and multicultural understanding. Emphasis will be given to contemporary practices in global education and diversity.

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)
Applied Professional Experience in Elementary Education: This course will require graduate students to complete applied professional experiences in Elementary Education in K-6 educational settings. Graduate students will maintain a reflective journal and create a folder that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards.

ELE 711 Literacy: Theory and Practice in the Elementary Classroom (3 Cr)
This course focuses on the development of a comprehensive theoretical framework for analyzing and evaluating literacy learning in the elementary classroom. Emphasis is placed on current research and methods in literacy instruction with a particular focus on curricular modifications and accommodations for diverse groups of elementary students.

ELE 712 Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 Cr)
This course explores current research in teaching mathematical reasoning and problem solving in the elementary classroom. The identification and application of appropriate mathematical content and processes, instructional delivery models, and assessment techniques for use with diverse students in elementary classrooms is emphasized throughout the course.

ELE 713 Scientific Inquiry and Discovery in the Elementary Classroom (3 Cr) This course explores current research and best practices in inquiry teaching and discovery learning in the elementary science classroom. Emphasis is placed on using dynamic teaching methods that stimulate thinking and inquiry about scientific concepts and processes in diverse learners

ELE 714 Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 Cr)
This course explores current research for teaching multicultural and global understanding and investigating related issues through the social studies curriculum in the elementary classroom. The identification and application of developmentally appropriate multicultural and global content and processes, instructional delivery models, and assessment techniques are emphasized throughout the course.

ELE 715 Critical Thinking in the Elementary Classroom (3 Cr)
This course explores current research in teaching critical thinking through the language arts in the elementary classroom. Emphasis is placed on implementing and modifying instructional models and strategies with diverse elementary populations to reinforce their understanding and application of critical thinking skills across the integrated language arts curriculum.

ELE 716 Creative Thinking in the Elementary Classroom (3 Cr)
This course explores current research in teaching creative thinking through the visual and performing arts in the elementary classroom. Emphasis is placed on strategies and techniques designed to enhance creative thinking in diverse learners through the arts.

EM 500 Philosophy of School Library Media Programs (3 Cr)
This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation, and evaluation; research applications; and trends and issues that influence school media programs.

EM 505 Design and Production of Educational Media (3 Cr)
This survey course introduces the principles of instructional design; provides experience in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr)
This course includes the developmental stages of children; the utilization of print and non print media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance. **Prerequisite/s: EM 500 and EM 505 (EM 505 can also be a corequisite).**

EM 515 Reference and Information Services (3 Cr)
This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students. **Prerequisite/s: EM 500, EM 505, and EM 525**.

EM 520 Instructional Role of the Media Specialist (3 Cr)
This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media in the learning environment. **Prerequisite/s: EM 500, EM 505, EM 515, EM 525, and EM 510 or EM 535.**

EM 525 Library Media Collection Development (3 Cr)
This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process. **Prerequisite/s: EM 500 and EM 505.**

EM 530 Management of School Library Media Programs (3 Cr)
This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices. **Prerequisite/s: EM 500, EM 505, and EM 525 [EM 525 can also be a corequisite.]**

EM 535 Media for Young Adults (3 Cr)
This course includes the developmental stages of adolescents; utilization of print and non print media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance. **Prerequisite/s: EM 500 and EM 505 [EM 505 can also be a corequisite.]**

EM 540 Organization of Library Media Collections (3 Cr)
This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods. **Prerequisite/s: EM 500, EM 505, EM 515 (EM 515 can also be a corequisite.), EM 525, EM 530 (EM 530 can also be a corequisite.), and EM 510 or EM 535.**

EM 565 Computers in School Library Media Centers (3 Cr)
Current practices relating to identification, evaluation, management and use of computer technology and resources, electronic information sources, and systems are presented within the context of creating the infrastructure to facilitate information literacy in PreK-12 environments. **Prerequisite/s: EM 500, EM 505, and EM 530.**

EM 699 Applied Professional Experience in Educational Media (3 Cr)
This course will require graduate students to complete applied professional experiences in Educational Media in PreK-12 school library media centers and PreK-12 classrooms. Students will maintain a reflective journal and create a notebook that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526.**

EM 710 Current Research in Educational Media (3 Cr)
This course focuses on current research topics in educational media. Topics and trends that promote student learning and the development of exemplary media programs will be emphasized. Students will identify and survey related literature, projects, and offerings through professional organizations and learning communities. **Prerequisite/s: Master's in educational media or master's and certification in cducational media.**

EM 720 Instructional Models for Educational Media Center (3 Cr)
Optimal instructional models are the focus of how to promote informational skills and independent lifelong learning among K-12 students. Productive elements of a variety of instructional models are presented and evaluated for their contribution to educational outcomes. Topics will include the development of meaningful curriculum and media that meet instructional objectives, as well as motivational strategies to encourage faculty development and participation in collaborative teaching and staff development. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 728 Educational Media Center Facilities Design and Maintenance (3 Cr)
Creating productive educational media center settings that improve learning outcomes for a variety of educational settings is the focus of this course. Historic trends and developments in facility design and maintenance that contribute to the positive impact of a media center on student learning will be explored and applied to a variety of media center settings. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 730 Electronic Resources and Systems in Educational Media Centers (3 Cr)
This course concentrates on pseudocode and programming languages that are used for instructional purposes. The emphasis of this course is on the foundations of introductory, structured, and object-oriented approaches at the broadest level. At the completion of this course, students will be able to select and implement instruction in languages that meet curricular frameworks. **Prerequisite/s: Master's in computer science education or master's and certification in computer science education.**

EM 735 Leadership in Educational Media Settings (3 Cr)
This course focuses on the identification and tracking of professional trends that contribute to exemplary educational media programs. These trends will include the identification of practices, policies, and statutes at the district, state, and national levels that impact school library media centers. Using effective communication, collaborative planning, and cooperative budgeting to work effectively with members of the school community, students will acquire strategies that will help them to function as independent change agents in an educational media setting. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 740 Evaluation of Educational Media Centers and Services (3 Cr)
In this course, students will practice assessment and evaluation techniques that will result in the meeting of educational goals and objectives. Students will use professional standards, evaluate criteria, and local policy to develop media center goals and objectives, as they develop and implementing practices of action research.

ENG 521 Methods of Teaching Middle School and Secondary English (3 Cr)
This course provides an overview of current practices in curriculum and instruction in middle and high schools with an emphasis on special methods for teaching secondary English.

ENG 600 Recent Directions in Oral Communications (3 Cr)
Recent Directions in Oral Communications: Students will explore the role of oral communications in learning, methods of integrating oral communications into all areas of English language arts, ways to assist students in overcoming oral communication apprehension, and formal and informal strategies for teaching how to make a presentation before an audience.

ENG 605 Recent Directions in Language Learning (3 Cr)
Students will investigate recent directions in the study of grammar and syntax, including a comparison of the adult standards approach and the language/experience approach.

ENG 615 Recent Directions in Expository Writing (3 Cr)
The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities, exploring the reading-writing connection, response to literature, and teaching the research paper.

ENG 625 Recent Directions in Creative Writing (3 Cr)
The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction.

ENG 635 Recent Directions in Adolescent Literature (3 Cr)
Students will examine the identification, selection, and use of adolescent literature. Particular emphasis will be placed on ways of conducting individual, whole class, and group reading activities. Students will learn how to encourage and develop literacy and ways to teach the comprehension of and identification with literature.

ENG 645 Recent Directions in the Analysis of Literature (3 Cr)
Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 650 Many Voices in Twentieth Century American Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers.

ENG 665 Many Voices in Contemporary World Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural world literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers.

ENG 675 Many Voices in Twentieth Century British Literature (3 Cr)
Students will read widely from several genres in twentieth century and postcolonial British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers and projects.

ENG 699 Applied Professional Experience in English Education (3 Cr)
This course will require graduate students to complete applied professional experiences in English/language arts classrooms. Students will maintain a reflective journal and create a file that includes samples of their students' work and the assesment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526**.

EP 699 Applied Professional Experience (3 Cr)
This course will require graduate students to complete applied professional experiences with pupils who have been identified as gifted in K-12 educational settings. Graduate students will maintain a reflective journal and create a portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526.**

EP 750 Understanding the Nature of Students with Autism Spectrum Disorders (3 Cr)
This Course fouces on providing information and discussion about the major social, behavioral, communication, and learning characteristics of autism spectrum disorders(ASD). Theories as to etiology and prevalence will be discussed and researched. The history of ASD will be discussed in order to understand current research foucs. The manifestations of of ASD vary considerably and students within this coures will become familiar with the differences and simiarities within the diagnosis of ASD. The impact of ASD on education and family will also be focused on. Student will participate in activities in order to understand the comprehensive and complex nature of ASD. Students will discuss the challenges involved in the education of children with ASD based on characteristics and increased prevalence of ASD. Videotaped exapmles and personal accounts will accompany all discussions and descriptions of ASD. Students will also have the opporunity to analyze case presentations with regards to the understanding of the nature of ASD.

EP 755 Assessment of Students with Autism Spectrum Disorders
This course will examine the role of assessment as it relates to intervention in programs for students with autism. Assessment instruments used by a variety of professional disciplines will be reviewed. Participants will use several of these instruments to develop individual student goals and objectives based upon present level of performance. Collaborative teaming with other professionals and families will be discussed. Using information contained in evaluation reports to develop effective programs will be targeted as a course outcome.

EP 760 Intervention for Students with Autism Spectrum Disorders
This course fouceses on review of a variety of rearch-based interventions culminating in the development of an intervention planbased upon assessment information. Interventions dewsigned to amellorate deflcits in the areas of communication, learning readiness, independence, social skills, and behavior will be highlighted. The class will also focus on strategies for choosing specific interventions or combining interventions to meet the needs of individual students and choosing and modifying curriculum. Students will evaluatte the research base for a variety of interventions including those based on the principles of applied behavior analysis and TEACCH and will learn to make data-based decisions based on the characteristics and performance of individual students. Special issues in the areas of eraly intervention and secondary education transition will be included. Students will be trained in strategies for assisting families in the decision-making process regarding interventionoptions and coordinating with community agencies. The latest information on the use of technology in the area of interventions for students with autism will be shared.

EP 765 The Behavior Communication Connection for Students with Autism spectrum Disorders
Students will Focus on assessment and intervention straregies for addressing challenging behaviors in the class room, at home, and in the community. Students will learn to generate hypotheses about the functions of challenging behavior as it relates to communication skills and identify positive behavioral support strategies to implement to replace the negative behaviors. Positive behavioral support functional behavioral assessment, functional communication traning, and other more traditional behavior management strategies will discussed. The focus of the class will involove the pivotal role of communication skills for individuals with autism as a replacement skill for negative behaviors. The use of augmentative communication strategies including assistive technology will be reviewed along with solutions for high and low functioning students with autism.

EP 5265 Nature and Needs of Young Children with Disabilities (3 Cr)
This course provides an overview of the effects of disabilities and risk factors on the development of young children, birth to age five, and on their families. The referral, assessment, planning, and intervention process is reviewed. Models of intervention practices are explored. Legal and ethical issues related to early intervention/special education are examined. Field experience is integrated into course activities. **Prerequisite/s: A course in child or human development or educational psychology.**

EP 5270 Assessing the Needs of Young Children with Disabilities (3 Cr)
This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment processes used with young children, birth to five. Legal and ethical issues related to assessment are covered. The types of measures used to gather information and the interpretation and utilization of data in developing an individualized program are reviewed. Field experience is integrated into course activities. **Prerequisite/s: EP 5265**

EP 5275 Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 Cr)
This course covers the development and adaptation of curriculum, teaching methods, materials, and the physical environment for use with young children with disabilities. Students are trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards for behavior in the classroom setting. Field experience is integrated into course activities. **Prerequisite/s: EP 5265 and EP 5270**

EP 5280 Working with Families of Young Children with Disabilities and the Community (3 Cr)
This course focuses on application of the family systems model to assess each family's strengths and needs and to develop and implement family support plans/programs. Community resources and services are identified. The legal rights of the family and the child are reviewed. Students are trained to work with families as service coordinators and advocates in setting educational goals and utilizing community resources. Field experience is integrated into course activities.

EP 5281 Developing Creativity in Gifted Students (3 Cr)
This course focuses on theories of creativity and on developing creativity in gifted students.

EP 5282 Educating Special Populations of Gifted Students (3 Cr)
This course focuses on special populations of gifted students, such as minorities, underachievers, the handicapped, the economically disadvantaged, and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations.

ESE 600 Survey of Exceptionalities of Children and Youth (3 Cr)
This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education.

ESE 610 Speech and Language Development and Disabilities (3 Cr)
This course will provide students with a basic understanding of the nature of speech and language; the developmental progression in language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children.

ESE 620 Behavior Management of Exceptional Students (3 Cr)
This course will provide students with various behavior management techniques of managing classroom behavior, promoting social adjustment of their students, and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems.

ESE 630 Educational and Psychological Assessment of Exceptional Students (3 Cr)
This course will introduce students to the various educational and psychological tests and assessment tools most widely used to evaluate exceptional students, with emphasis on the practical application of assessment in schools and on the assessment process from initial identification through the development of an individualized Education Program (IEP). It will also prepare all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with both formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students.

ESE 640 Transition Skills and Services for Exceptional Students (3 Cr)
This course will introduce students to variety of educational, career, and vocational choices available to exceptional students. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need in order to actualize their potentials and become contributing members of society. Emphasis will be given to the concept of planning for transitions within the educational program and to the need to plan more carefully for the transition to adulthood.

ESE 650 Instructional Strategies for Exceptional Students (3 Cr)
This course will focus on the various strategies and techniques used to educate and train exceptional students. Emphasis will be on normalization and on the array of services available to students with disabilities from elementary school to high school. Special attention will be devoted to strategies that help teachers develop individualized educational programs, strategies for classroom organization and management, and strategies to enhance learning through microcomputer technology.

ESE 660 Curriculum and Instructional Materials for Exceptional Students (3 Cr)
This course will introduce students to the various curriculum and instructional materials used to teach exceptional students. It will provide students with specific suggestions for selecting and modifying the curriculum to promote learning and for developing appropriate materials to use in the classroom. Students will also be provided strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction.

ESE 670 Inclusive Education for Exceptional Students (3 Cr)
This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs.

ESE 680 Teaching Social and Personal Skills to Exceptional Students (3 Cr)
This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities.

ESE 690 Consultation and Collaboration in Exceptional Student Education (3 Cr)
This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultations, collaboration, and teamwork are essential in transforming school learning environments into settings where teachers, administrators, and parents of exceptional students work together and trust each other for the benefit of the students.

ESE 699 Applied Professional Experience in ESE (3 Cr)
This course will require students to complete applied professional experiences in Exceptional Student Education in K-12 educational settings. Students will maintain a reflective journal and create a portfolio that includes samples of their students' work and the assessment instruments they used to demonstrate achievement of professional and state standards, under the guidance of a certified teacher in exceptional student eucation.

ETAL 511 Brain-based Learning and Instruction (3 Cr)
In this course, participants will study current research on the brain and how humans learn. The concepts on "learning to learn" will be explored. Participants will apply their newly acquired knowledge on this topic to lesson plans and classroom practices.

ETEC 601 Instructional Design (3 Cr)
This course addresses application of the theory of instructional design and the design process as it applies in the development of educational media and software. Goal analysis, objectives, instructional strategy development, and evaluation in the design process are utilized in the production of an educational product.

ETEC 602 Technology and School Curriculum (3 Cr)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.

ETEC 650 Computer Network Management (3 Cr)
This course introduces the fundamentals of establishing effective microcomputer networks and their management in the K-12 setting. Selection of hardware and software, computer network design, peripherals and basics of network data transfer for both Macintosh and PC environments are explored. Alternative educational delivery systems through telecommunications are also examined.

GRA 710 Grantwriting (3 Cr)
This course provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals.

HED 600 Practicum I: Teaching Medical Students and Other Health Professions Students in a Diverse Learning Environment (6 Cr)
HED 600 will assist the participants in adapting instruction in their medical area of expertise to the ways in which their individual students learn best. Research in the field of education suggests that students' academic performance improves when instructors match their instructional strategies to students' learning styles. The practicum will include guidelines for identifying students' learning preferences and identifying instructional strategies and environments to address these preferences.

HED 610 Practicum II: Implications of the Domain of Human Development on Health Professions Students (6 Cr)
This practicum addresses the nuances of adult learning emphasizing the relationship between knowledge of diversity and human development in devising effective learning environments. Theoretical and applied aspects of human development and learning theory are addressed as a means to incorporate such knowledge into academic planning and programming.

HED 620 Practicum III: Technology Resources for Health Professions Education (6 Cr)
This practicum helps the participant become familiar with current and emerging technologies use to deliver or facilitate instruction. Participants will learn about the various computer technologies used in the classroom and other environments where health professional students learn. They also will become familiar with various on-line resources appropriate to the health professions education process.

HED 630 Practicum IV: Effective Instruction Strategies in Health Professions Education (6 Cr)
This practicum addresses the relationships between medical content and contexts, adult learning, and general human development knowledge as a means to devise effective learning environments. The course addresses theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and instructional programming.

HED 640 Practicum V: Assessment and Measurement in Health Professions Education (6 Cr)
This practicum addresses diverse assessment strategies, including standardized and non-standardized tests, emphasizing authentic assessment processes. It will address test analyses, item analyses, and general assessment materials construction principles. The use of assessment data in the context of instructional planning and curriculum development also will be addressed.

HED 650 Practicum VI: Research in Health Professions Education (6 Cr)
This practicum engages the participant in a problem-solving experience designed to improve or enhance the health professions education process. A formal practicum proposal will be submitted. There will be active participation and implementation of the research. Evaluation of the project activities will take place and the final product submitted by the participant.

INED 500 School and Society (3 Cr)
This course examines various K-12 educational systems in the global society as we enter the 21st century. Students will be asked to compare schooling in various societies and examine how educational systems are organized to meet political, social, and economic agenda of the 21st century. Students will recommend strategies to ensure capacity and compliance of their home systems within the global educational community with ramifications for standards development and curriculum alignment. Research and presentation as well as the use of technology will be emphasized.

INED 550 Advanced Practical ESL for the Clasroom Teacher Part I (0 Cr)
In this course, ESL students will be exposed to advanced educaitonal content-based English as a Second Language insturction and they will be given the opportunity for extensive practice in the area of Speaking and Conversational English for classroom use. This will be done by integrating the skills of Listening and rEading Comprehension, using materials related to classroom pratices and language. Academic Writing will be emphasized to achieve a higher level of proficiency in that area. **Prerequisite/s: INED 540 or test-out by achieving 75% or greater on INED 540 final exam.**

INED 691 Applied Research Practicum (Part 1) (3 Cr)
This course is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the identification of a need or problem and the creation of a viable solution, based on educational research. A project proposal that is approved by the student's Adviser, Reader, and the Institutional Review Board representative will be the culminating product.

INED 692 Applied Research Practicum (Part 2) (3 Cr)
The students will actively engage in problem-solving in an educational setting. Each student will implement his/her approved INED 691 proposal for a minimum of 12 weeks, monitor progress toward the objectives, using formative and summative assessment strategies, analyze the resulting data, and write a final report.

LANG 530 Spanish Grammar and Composition I (3 Cr)
Students will be guided, step by step, on how to write correct Spanish, at the same time that important points of grammar and orthography are covered.

LANG 531 Spanish Grammar and Composition II (3 Cr)
This course will continue the review of the structure and grammar of modern Spanish. Students will examine the more complex aspects of tense structure as well as augment and refine their use vocabulary and lexicological items. The course will also address elements of writing and style. **Prerequisite/s: LANG 530 or permission of the instructor.**

LANG 545 Peoples and Cultures of Spain (3 Cr)
This course will cover Spanish history and culture from early Roman times, focusing on the multiplicity of ethnic and cultural groups that shaped Spanish identity and thought, particularly Islamic-Christian relations within the Iberian Peninsula during the Middle Ages. Students will engage in the examination and discussion of the educational implications of key Spanish cultural aspects.

LANG 546 The Spanish Golden Age (3 Cr)
An introduction to the history, literature, and art of Spain from 1500 to 1700. It includes virtual visits to the Prado Museum, the El Greco Museum in Toledo, Cervantes' House in Valladolid, and samples of Calderon de la Barca's plays. Students will read poetry, prose and theatre by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course.

LANG 550 Applied Field Experience: Spanish Linguistics for Teachers (3 Cr)
An introduction to the phonetics, morphology and syntax of the Spanish language, and how it contrasts with English. This course will allow teachers to predict acquisition difficulties by native English speakers when they learn Spanish, and of Spanish native speakers when they learn English.

LANG 551 Teaching Spanish to Native Students (3 Cr)
This course will examine how to teach native Spanish speakers who have vocabulary, morphological and syntactic deficits in their first language.

LANG 556 Everyday Life in Colonial Latin America (3 Cr)
This course focuses on the colonization of Latin America, and the origin of customs and institutions that are still part of today's culture. The relationship between culture and ethnicity will be discussed at length.

LANG 560 Representative Spanish Authors (3 Cr)
This course will address readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed. (Miami Only)

LANG 561 Representative Spanish Authors II (3 Cr)
Readings from selected masterpieces of Spanish literature (XVIII to XX Centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 565 The Spanish Frontier in North America (3 Cr)
This course examines America's Spanish colonial past, from the early explorations by Alvar Nunez Cabeza de Vaca, Hernando De Soto, and Francisco Vazquez de Coronado, to the historical legacy of Spain and early Mexico in what is now Florida, Louisiana and the American Southwest.

LANG 566 Latino Heritage in the United States (3 Cr)
A survey of the cultural expression of Latinos and their experience in the United States. The course serves as an introduction to Latinos through the humanities in order to explain the individual's history, status and place within the group and society. This includes how Latinos have adapted to the various cultural, social, economic and political elements of US society.

LANG 575 Spanish Children's Literature (3 Cr)
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works from Latin America, Spain, and Spanish writers in the USA. Guidelines for the selection, design and implementation of appropriate Spanish literature-based activities will be addressed throughout the course.

LANG 580 Foreign Language Methods (Florida Students: 4 Cr all other students: 3 Cr)
This course examines current foreign language methods. Preparation of lesson plans, selection of materials and use of technology in the classroom will be important components of the course. The course includes assignments at the elementary and secondary school levels, suitable for K-12 certification requirements in Florida.

LANG 599 Special Topics (3 Cr)
This course will examine topics of special interest to Spanish teachers on a rotating basis.

LANG 600 International Multicultural Experience (trip) (3 Cr)
This course will examine in depth important topics related to culture, education, and bilingualism. Topics will vary on a regular basis. (Miami Only)

LANG 699 Applied Professional Experience in Spanish Language Education (3 Cr)
This course requires graduate students to complete applied professional experiences in elementary, middle school and/or high school Spanish language classrooms. As this course is the culmination of students' work in their graduate Spanish education specialization, the focus will be on applying the knowledge and skills students have acquired and developed. Students will submit reflections on their experiences, conduct regular observations and teach research-based lessons to demonstrate their learning.
Prerequisite/s: 24 credits, including CUR 526 and LANG 580.

LEDF 0580 Assessment and Evaluation of Family Support Programs (3 Cr)
The course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 0581 Administration and Organizational Leadership (3 Cr)
This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 0582 Supervision of Family Support Programs (3 Cr)
This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

LTRC 704 Research in Language and Literacy Development: Social and Cultural (3 Cr)
This course examines current research related to the process of language and early literacy development during the early and middle childhood years. Issues related to cultural and social influences on language/literacy development including fluency, vocabulary, phonemic awareness, phonics, and comprehension are discussed. Students engage in field-based experiences.

LTRC 711 Assessment in the Early Literacy and Reading Classroom (3 Cr)
Students engage in the discussion of the process of instruction and assessment in early literacy and reading. Discussion of screening activities, diagnosis, testing, and selection of remediation strategies engages students in practical experiences. Cultural and language differences (ESOL) will be explored.

LTRC 712 Play, Culture and Emergent Literacy (3 Cr)
Students analyze the role of play in the process of early literacy across cultures. Students engage in the discussion about the concept of play in different cultures and its relationship to language development. Strategies to support play in the classroom and at home are examined. Recent research methodologies and findings from studies in the area of cross-cultural play and literacy development during the early years (birth-5) are discussed. Students develop sample research projects related to culture, play, and literacy topics.

LTRC 716 Curricular Approaches and Prescriptive Instruction in Early Literacy Programs (3 Cr)
This course provides opportunities to analyze current models and approaches to foster literacy behaviors in the classroom. Students examine the selection of child and age-appropriate instructional models, planning, differentiated instruction to increase reading performance, selection of materials and strategies for parent/home involvement.

LTRC 722 Research in Oral and Written Language Development (3 Cr)
In this course, students examine the developmental stages of oral language and its relationship to writing from scribbling to formal writing behaviors. Current research and theoretical frameworks on writing and language development are analyzed. Strategies to support and foster oral and written language expression are discussed.

LTRC 735 Advanced Seminar in Children's Literature (3 Cr)
In this course students analyze the different genres in children's literature and compare traditional and contemporary works with regards to the elements of literature (illustrations, plot, characterization, author's style, etc). Students choose an area of interest and develop a research project.

MAT 505 Geometry for Mathematics Teachers (3 Cr)
This course is designed to offer a wide perspective on geometry for graduate students planning to teach secondary mathematics. The course covers both Euclidean and non-Euclidean geometry.

MAT 506 Strategies for Teaching Calculus (3 Cr)
This course examines issues related to teaching calculus in middle and secondary schools. It will help prepare teachers for the challenges they face in delivering the content for topics including set theory, function, sequences and series, limit, and continuity. There will be an emphasis on gaining basic knowledge of the concepts and theories of calculus and preparation of instruction that will help facilitate the learning of calculus in the classroom.

MAT 507 Linear and Abstract Algebra for Teachers (3 Cr)
This course investigates the concept of linear and abstract algebra through real-life problem-solving situations. Graduate students will be exposed to a variety of successful teaching strategies that will facilitate the learning of these concepts.

MAT 508 Conquering the Teaching of Calculus (3 Cr)
This course will introduce the principles of calculus through hands-on experiences. There will be application of Mamikon's graphical approach to calculus in practical and easily understandable approaches in K–12 classrooms.

MAT 509 Learning and Teaching Geometry in the K-12 Classroom (3 Cr)
This course enables teachers to learn and organize materials known to geometry into a logical deductive system through the medium of play. Graduate students will examine topics in Geometry, integrate technology, and identify effective strategies to use with their students.

MAT 510 Research and Applied Mathematical Experiences in Schools (3 Cr)
This course will require graduate students to complete applied professional experiences in Math Education in K–12 educational settings. A major outcome of this class will enable graduate students to analyze assessment data and plan appropriate math programs for a targeted population. The course focuses on providing opportunities for graduate students to learn how to assemble a Mathematics Assistance Project using mentors.

MAT 511 Teaching Probability and Statistics in the K-12 Classroom (3 Cr)
This course will examine issues related to probability and statistics. Graduate students will explore means of collecting, classifying, representing, analyzing, and interpreting data. Given certain data and conditions, the graduate students will make connections to everyday-life occurrences and be exposed to hands-on strategies in the teaching of probability and statistics in the classrooms.

MAT 512 Pre-Algebra and Elementary Number Theory for Teachers (3 Cr)
This course is designed to present and explore the essential skills of arithmetic as they apply to algebra. Topics of modular arithmetic, modular equation set, group, field, bar code, and code breaking will be introduced.

MAT 513 Problem-Solving Strategies in Mathematics Classrooms (3 Cr)
This course will concentrate on the role of problem-solving in the mathematics classroom. Through the exploration of various mathematics contexts, students learn to solve and pose problems, and communicate their problem-solving strategies, by engaging in mathematical demonstrations. The goal is to provide the skills and strategies needed for developing and implementing successful problem-solving lessons.

MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)
This course provides an overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Mathematics.

MAT 662 History, Current Trends, and Technology in Mathematics Education (3 Cr)
This course traces the development of several branches of mathematics, including logic, algebra, and analysis of functions from ancient to modern times. The aim of the course is to familiarize graduate students with developments in a rapidly changing field, with particular attention given to curricular patterns and instructional practices in mathematics. It further examines the role of technology in mathematics education and its impact on teaching, learning, assessment, and teacher preparation.

MAT 680 The K – 12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity (3 Cr)
This course will help graduate students integrate the National Council of Teachers of Mathematics (NCTM) standards with their own mathematics curriculum. A major emphasis is to improve classroom teaching practices and to assess learning outcomes. In addition, application of conceptual understanding and issues related to diverse learners are emphasized.

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)
This course provides an overview of those conditions which impair learning mathematics. Graduate students will focus on analyzing various inhibitors in K – 12 mathematics, such as dyscalculia and "math anxiety". The content will include reviewing policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs. There will be an examination of differentiated instructional strategies for teaching math to students who have fear of mathematics or limited math comprehension.

MAT 700 Incorporating Calculus Ideas in the Classroom (3 Cr)
This course is intended to deepen and enlarge the participant's understanding of calculus in order to incorporate calculus ideas in their lessons. Graduate students will learn innovative strategies to introduce the concepts of basic calculus in their classrooms. Graphing Lines, graphing half-planes, conic sections, functions, limits, and integrals, will be introduced. This course also incorporates computational calculus. Highlights of the course include several scientific projects that graduate students will be building and utilizing as models for their math students.

MAT 701 Creative Geometry for the Classroom (3 Cr)
This course places emphasis on geometric topics through the use of logic and problem-solving techniques. The emphasis is in teaching creative strategies for adaptation to the classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Educator Accomplished Practices, and Sunshine State Standards.

MAT 702 Probability and Statistics for the Educational Specialist (3 Cr)
This course will help demonstrate to teachers' ways to present the concepts of chance phenomena. Graduate students will examine charts, tables, and methodology for collecting, analyzing, and interpreting data and learn to use these tools to enhance learning for their students.

MAT 704 Algebra for Teachers (3 Cr)
This course will teach participants' to deliver basic algebraic concepts through the use of story telling and other language arts activities. These math stories will help graduate students integrate algebraic concepts with other fields of learning and acquire the knowledge and skills needed to teach algebra content to their students.

MAT 705 Advanced Problem-Solving Strategies for Teachers (3 Cr)
This course provides graduate students with techniques and strategies to help their students solve a variety of word problems. Learners will be introduced to inductive and deductive reasoning, scientific notation and estimation, and operations with sets.

MAT 711 How to Obtain Funding in Mathematics Through Grants and Sponsorship (3 Cr)
In this course, graduate students will learn how to write a winning proposal through research and coursework, graduate students will design a successful mathematics intervention program for their targeted population and in both qualitative and quantitative research approaches. The emphasis will be reflecting on community needs resources. As a major outcome of this class, graduate students will develop an actual funding and grants proposal for their schools or districts.

MGTE 0505 Program Evaluation for Early Childhood Administrators (3 Cr)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MGTE 0525 Legal Aspects of the Management of Early Childhood Programs (3 Cr)
This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTE 0545 Financial Aspects of the Management of Programs for Young Children (3 Cr)
This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

MGTR 0505 Program Evaluation for Child and Youth Care Administrators (3 Cr)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youths.

MGTR 0525 Legal Aspects of the Management of Programs for Children and Youth (3 Cr)
This course examines many of the legal elements involved in the daily management of programs and youths. Personnel law, Licensing, child abuse, and liability are among the topics addressed.

MGTR 0545 Financial Aspects of the Management of Programs for Children and Youth (3 Cr)
This course covers the basic components of financial management in programs for children and youths. The budget process, fiscal management, and policy determination will be covered.

NGTE 700 Educational Inquiry and Electronic Research Technologies (3 Cr)
Examines alternative research paradigns, examples of sound research, and critical interpretation and evaluation of research and theoretical writing in the field.

NGTE 705 Today's Educational Leaders (3 Cr)
This course prepares students for leadership positions through the study of leadership characteristics and styles.

NGTE 706 Managing Change in the Educational Environment (3 Cr)
This course provides students with the skills and knowledge to serve as catalyst for change and to assist others in the acceptance and adoption of educational innovation.

NGTE 715 Educational Diversity and Community (3 Cr)
This course provides students with the skills and knowledge to apply cognitive theory in instructional program management for special needs students whose learning necessitates experiential differentiation.

NGTE 720 Seminar in Program Synthesis (Capstone) (3 Cr)
This course is designed to provide an analysis and synthesis of the information learned in the online Ed.S. program of study. It is based on reflection, and focusing on analysis and synthesis and provides the student with an opportunity to prepare a detailed statement of where the field is and where it is going. The course will also include practical applications of the research process to the student's professional settings. The Learning Program Review will provide the student with the opportunity to look back on the entire degree program in order to examine how it has contributed to the students intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program.

OCEE 500 Foundations of Environmental Education - Theory (3 Cr)
The course traces and critiques the history, goals, definitions, underlying assumptions, implementation, and methodology of environmental education and the diverse locations and methods where and how environmental education occurs ~ and by which it is constrained.

OCEE 510 Foundations of Environmental Education - Practice (3 Cr)
Building upon the concepts developed in OSOO, this course will highlight movements in national and international environmental education. This course provides opportunities to examine and critique existing environmental education curricula and resources.

OCEE 520 Teaching Environmental Concepts (3 Cr)
Recognizing the need to develop practical skills related to the study and understanding of ecological systems, this course will begin by clarifying the science of a specific environmental issue, and then offer opportunities to develop tools to teach students about its interdisciplinary complexities. This process will then be applied to other environmental concepts.

OCEE 530 Environment and Society (3 Cr)
This course investigates the impact of society on the non-human environment. Synthesis and analysis of environmental issues as they relate to current western society will be addressed. Strategies for successful education within current ecological challenges will be a focus.

OCEE 540 Interpreting Our Environment (3 Cr)
This course investigates situations where the non-human environment is interpreted to others; interpretations based upon personal experience and a sense of place. Through the application of communication and experiential learning theories, this course will offer opportunities for educators to practice the art and science of the interpretation of our environment.

OCEE 550 Reason for Hope—Being "At Home" with Nature (3 Cr)
This course will provide for the sharing of multicultural understanding and linkages with regard to environmental education and provide positive case studies - "Reasons for Hope" - such as Roots & Shoots, an international, hands-on environmental and humanitarian education program for young people from kindergarten to college, developed by the Jane Goodall Institute.

OLP 688 FasTRACK Project (3 Cr)
The Field-Based Project is an online course intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves (a) submission of an online proposal, (b) active participation in implementation, and/or research, (c) evaluation of the intervention activities, and (d) submission of a final report. **Prerequisite/s: CUR 526, EDU 5000, EDU 601 and 24 credits completed (ESE requires 33 credits completed).**

POLE 510 The Profession for Early Childhood Education Administrators (3 Cr)
This course reviews historical highlights and contemporary issues in the field of early childhood education.

POLE 565 Public Policy and the Field for Early Childhood Education Administrators (3 Cr)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

POLF 585 The Profession in the Field of Family Support (3 Cr)
This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

POLF 586 Public Policy in the Field of Family Support (3 Cr)
This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

POLR 510 The Profession for Child and Youth Care Administrators (3 Cr)
This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrator (3 Cr)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youths.

PRAE 689 The Practicum Proposal (3 Cr)
The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During the course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAE 691 The Practicum Report (4 Cr)
This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

PRAF 689 The Practicum Proposal (3 Cr)
The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During the course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAF 691 The Practicum Report (4 Cr)
This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

PRAR 689 Practicum Proposal (3 Cr)
Students are required to complete a practicum project. This practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, ad a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal – writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAR 691 Practicum Report (4 Cr)
This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

RED 500 Techniques of Corrective and Remedial Reading (3 Cr)
This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading instruction, and evaluation of remedial reading techniques and materials. This course has infused TSOL Standards. **Prerequisite/s: RED 0554, RED 570.**

RED 554 Assessment in Reading (3 Cr)
This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading difficulty, and measuring achievement. Techniques for assessing readability are explored. This course has infused TSOL Standards. **Prerequisite/s: RED 0570.**

RED 560 Literature for Children and Adolescents (3 Cr)
Students will become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants will analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants will also develop skills of broadening children's understanding of literature in specific content areas. This course has infused TSOL standards and satisfies the MS in TESOL requirement for TSOL 560.

RED 565 Teaching Language Arts in the Secondary School (3 Cr)
The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades 6 through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 570 The Reading Process (3 Cr)
The Reading Process: This course examines and presents a general overview of the nature of reading and reading models; describes and defines the reading process including patterns that make it possible for readers to decode words that are unfamiliar to them. The course also explores the theoretical basis for different reading systems including research-based methods in the instruction of phonics and phonemic awareness. It also provides opportunities for practical application of the reading theories.

RED 575 Contemporary Foundations of Reading (3 Cr)
This course familiarizes students with current theories and research in reading at the elementary and secondary level, with an emphasis on learning styles, cognitive development models, and computer-based learning experiences in reading. Practical application of theories will be addressed. Adaptive instruction as it applies to meeting individual needs will be explored.

RED 580 Educational Measurement (3 Cr)
This course explores a variety of assessment tools or the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct and select tests that would provide valid measures of instructional objectives.

RED 585 Reading in the Content Areas (3 Cr)
The focus of this course is to provide classroom instructional strategies for reading across the curriculum with emphasis on content areas such as social studies, science, language arts, and mathematics. Students will explore strategies for reconciling text difficulties, identify skills that can be applied for maximizing information from text, identify strategies for improving study skills, and identify strategies for determining suitability of content area text for individual students. This course has infused ESOL Standards.

RED 587 Supervised Reading Practicum (3 Cr)
The student will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the student will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including EDU 5000, EDU 601, and CUR 526**

RED 588 Supervised Reading Practicum (6 Cr)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

RED 590 Administration and Interpretation of Instructional Assessments in Reading (3 Cr)
This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades K-12. **Prerequisite/s: RED 0570.**

RED 5271 Reading Supervision and Curriculum Development—Theory and Practice (3 Cr)
This coursefocuses on the administration and supervision of reading progams in grades PreK – 12. The role of the reading specialist in supervising and improving reading insturction will be researched. **Prerequisite/s: RED 0570.**

SCI 523 Methods of Teaching Secondary School Science
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Science.

SCI 600 Foundations of Physical Science for Teachers (3 Cr)
This course examines content and methods for teaching physical science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 601 Inquiry-Based Space Science for Teachers (3 Cr)
This course examines content and methods for teaching space science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a clinical field experience in a local school. This is a specialty course in the M.S. Degree in Science Education program.

SCI 602 Teaching Comprehensive Ocean Studies (3 Cr)
This course examines content and methods for teaching ocean science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 603 Teaching Inquiry-Based Life Science (3 Cr)
This course examines content and methods for teaching life science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 604 Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 Cr)
This course examines content and methods for teaching chemistry in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)
This course examines content and methods for teaching interdisciplinary earth science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). This is an ESOL-infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 651 Technology in Science Education (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 652 Cognitive Science and Science Education (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 653 Innovative Solutions in Science Education (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 661 Modern Cosmology and Physics for Science Teachers (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 662 The History and Philosophy of Science and Technology (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 663 The Professional Science Educator (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 699 Applied Professional Experience in Science Education (3 Cr)
This course will require graduate students to complete applied professional experiences in science education in K-12 educational settings. Graduate students will maintain a reflective journal and create a portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 Cr)
Introduction to the anatomy and physiology of the auditory and vocal mechanisms.

SLP 5002 Phonetics (3 Cr)
History, theory, and application of phonetics, including sampling and transcription techniques.

SLP 5003 Neuroanatomy and Physiology (3 Cr)
Introduction to the anatomy and physiology of the developing and mature human nervous system.

SLP 5004 Hearing and Speech Science (3 Cr)
Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

SLP 5005 Speech and Language Development (3 Cr)
Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.

SLP 5007 Directed Observation (1 Cr)
Students must observe 25 clinical clock hours of evaluation and treatment. Observation hours must precede clinical assignments.

SLP 5008 Evaluation of Speech-Language Disorders (3 Cr)
Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments. **Prerequisite/s: SLP 5002 and 5005.**

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)
Overview of treatment strategies used in management of communication disorders. **Prerequisite/s: SLP 5002 and 5005.**

SLP 5300 Audiology (3 Cr)
Instruction in test administration and interpretation of standard and specialized tests of auditory function. **Prerequisite/s: SLP 5004.**

SLP 6000 Differential Diagnosis of Language and Speech Disorders (3 Cr)
Procedures, techniques, and instrumentation to assess speech and language status. NOTE: A noncredit lab is required. **Prerequisite/s: SLP 5002, 5005, and 5008.**

SLP 6005 Diagnostics Lab (1 Cr)
Emphasis on analysis and interpretation of data and the impact on differential diagnosis. **Prerequisite/s: SLP 5007, SLP 6000, SLP 6011, and SLP 6012 or SLP 6020 and SLP 6060.**

SLP 6006 Advanced Diagnostics (1 Cr)
Seminar and practicum in the diagnosis and evaluation of difficult-to-test clients, or clients presenting with complex communication disorders requiring transdisciplinary case management. **Prerequisite/s: SLP 6005.**

SLP 6011 Language and Learning Disabilities in School-age Children and Adolescents (3 Cr)
Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions. **Prerequisite/s: SLP 5005.**

SLP 6012 Communication Disorders in Infancy through Preschool Age (3 Cr)
Identification, assessment, and intervention principles and procedures for young children who display or are at-risk for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships. **Prerequisite/s: SLP 5005.**

SLP 6014 Autism Spectrum Disorders (3 Cr)
Provide information and discussions about the critical issues in teaching communication and language to children and adults with autism spectrum disorders. **Prerequisite/s: SLP 6011, SLP 6012, SLP 6025, and SLP 6070.**

SLP 6015 Clinical Processes (3 Cr)
Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment summaries, S-O-A-P notes, etc. A lab fee is required. Students participate in a clinical assignment involving observation and some direct patient, client contact. **Prerequisite/s: SLP 5007, SLP 6000, SLP 6011, SLP 6012, SLP 6020, and SLP 6060.**

SLP 6020 Language Disorders in Adults (3 Cr)
Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia. **Prerequisite/s: SLP 5003, 5005, and 6070.**

SLP 6021 Cognitive Communication Disorders (3 Cr)
A neurologic process approach to define, differentially diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits. **Prerequisite/s: SLP 6020.**

SLP 6022 Program Development for Individuals with AAC Needs (1 Cr)
This course covers current trends and stare-of-the-art practices for developing programs to endure that AAC users develop communication skills that will lead to a strong quality of like. Topics to be discussed include self-determination, family-centered, and long range planning. A variety of tools and approaches will be discussed. **Prerequisite/s: SLP 6025.**

SLP 6023 Advanced AAC Technology (1 Cr)
This course will explore the characteristics of computer-based voice-output communication software, computer-based self authoring software, and devices that enhance the use of this software. An overview of augmentative communication assessment for the selection of the appropriate software and intervention principles will be presented. Through hands-on experience, participants will be able to make appropriate software selection for clients considering the features of each software program. **Prerequisite/s: SLP 6025.**

SLP 6024 Promoting Literacy in Individuals with Significant Communication Difficulties (1 Cr)
This course provides an overview of the literacy learning process and addresses the unique needs of individuals with severe communication impairments who are at risk for reading and writing difficulties. Topics include discussion of various tools for evaluation literacy, and specific strategies and intervention techniques appropriate for individuals with severe apraxia of speech, autism, cerebral palsy, and other developmental disabilities. Participants will also learn about appropriate pieces of assistive technology to facilitate literacy learning. **Prerequisite/s: SLP 6025.**

SLP 6025 Augmentative and Alternative Communication (3 Cr)
Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span. **Prerequisite/s: SLP 6011 or SLP 6012 and SLP 6020.**

SLP 6026 AAC Assessment (1 Cr)
This course will provide information about evaluation procedures for the individual with severe communication disorders. This course will focus on the in-depth study of AAC assessment strategies across multiple domains. Direct assessment procedures and observational assessment strategies will be presented. Lectures, videos, and hands-on learning activities will be utilized during the course. **Prerequisite/s: SLP 6025.**

SLP 6027 AAC Strategies for the Beginning Communicator (1 Cr)
This course provides review of issues and procedures involved in evaluating individuals who communicate at pre-intentional, pre-symbolic and emerging symbolic levels. Includes discussions of environmental assessment, communication sampling, and structured protocols to assess communication modes, pragmatic and discourse functions. Review of intervention techniques, include movement-based approaches and the use of graphic and object symbols. Emphasis will be placed on planning for meaningful communication that generalizes to daily living situations. **Prerequisite/s: SLP 6025.**

SLP 6028 Low-Tech Communication Aids (1 Cr)
This course reviews issues and procedures in selecting and developing no-tech and low-technology communication aids. Includes review of the cognitive, linguistic, visual, and physical factors that influence vocabulary/message selection and organization, format, and symbol selection. Discussion of intervention techniques to facilitate independent use of these communication aids through direct intervention and consultation with parents and teachers. Strategies will be presented for maximizing and measuring functional treatment outcomes. **Prerequisite/s: SLP 6025.**

SLP 6029 AAC in the Curriculum (1 Cr)
This course reviews intervention principles, issues and strategies for school-aged children using augmentative and alternative communication. Participants will gain experience developing goals and intervention programs that foster the development of social and academic skills along with expressive communication. Strategies for specific areas of AAC learning will be reviewed, including vocabulary development, symbol learning, and access skills (direct selection and scanning). Issues relevant to students in the primary grades, in later elementary school, in middle school and in high school will be discussed. **Prerequisite/s: SLP 6025.**

SLP 6030 Voice Disorders (3 Cr)
Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance. **Prerequisite/s: SLP 5001, SLP 5003, SLP 5004, SLP 5008, SLP 5010, and SLP 6070.**

SLP 6031 AAC Application Following Stroke (1 Cr)
This course provides assessment and intervention for individuals with severe communication impairment following stroke. Participants will gain experience with assessment and therapeutic activities leading to the development of functional communication. Strategies presented will be appropriate for individuals severely affected by apraxia of speech and aphasia. Emphasis will be placed on restoring functional conversation skills. AAC devices and computer software will also be addressed. **Prerequisite/s: SLP 6025.**

SLP 6035 Seminar in Voice Disorders (2 Cr)
This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance. **Prerequisite/s: SLP 6030. Corequisite: SLP 6101 and 6102.**

SLP 6037 Craniofacial Anomalies (3 Cr)
Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence. **Prerequisite/s: SLP 6030.**

SLP 6040 Fluency (2 Cr)
Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions. **Prerequisite/s: SLP 5010.**

SLP 6050 Motor Speech Disorders (3 Cr)
Nature, etiology, diagnosis, and management of motor speech disorders. Information and training in the assessment and management of oral motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of motor speech disorders with emphasis on differential diagnosis. Covers the symptomology, procedures, and remediation of developmental apraxia of speech. **Prerequisite/s: SLP 5001, SLP 5003, SLP 5010, and SLP 6070.**

SLP 6055 Dysphagia (3 Cr)
Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing and current issues; provides hands-on experience with videoflouroscopic evaluation. **Prerequisite/s: SLP 6050.**

SLP 6057 Medical Aspects of Communication Disorders (3 Cr)
The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course. **Corequisite: Concurrent registration in one of the following courses: SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

SLP 6060 Phonological Disorders (3 Cr)
An analysis and comparison of systematic distinctive features and phonologic processing theory and application. **Prerequisite/s: SLP 5002, 5005.**

SLP 6070 Research Methods in Speech-Language Pathology (3 Cr)
Exposure to critical analysis of the field's literature with respect to research design and statistical application.

SLP 6075 Seminar in Professional Issues (3 Cr)
History and current professional issues of trends in the field; management and operations of clinics in a variety of settings; ethical and legislative concerns. **Corequisite: Concurrent registration in one of the following courses: SLP 6005, SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

SLP 6077 Principles in Supervision (3 Cr)
The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

SLP 6078 Technological Application in CSD (0 Cr)
This course provides an overview of technological applications in the profession of communication sciences and disorders with emphasis on computer applications in the field. This is a required selection for all online students, but an elective course for on-site students.

SLP 6080 Directed Research (1-6 Cr)
Independent research directed by faculty member; applied research culminating in written documentation of a project. **Prerequisite/s: SLP 6070.**

SLP 6091 Multicultural and Counseling Issues (3 Cr)
This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be explored. **Corequisite: Concurrent registration in one of the following courses: SLP 6005, SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

SLP 6101 Clinical Lab 1 (1 Cr)
Supervised clinical practice in the treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Bi-weekly class meetings are required. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, SLP 6015, SLP 6020, and SLP 6060**.

SLP 6102 Clinical Lab 2 (1 Cr)
In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Bi-weekly class meetings are required. **Prerequisite/s: SLP 6101.**

SLP 6110 Externship (1 Cr)
Off-campus placements in an adult placement (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically. **Prerequisite/s: SLP 6101, 6102.**

SLP 6120 School Externship, K-12 (1 Cr)
Must be taken by students seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings. **Prerequisite/s: SLP 6101, 6102.**

SLP 6130 Pediatric Externship—Non-School Setting (1 Cr)
Off-campus placement in a nonschool setting with a pediatric population. Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. **Prerequisite/s: SLP 6102.**

SLP 6200 Capstone (0 Cr)
Capstone is an online course designed to assist students as they review the major SLP content areas in preparation for the Praxis national examination. It addresses approximately 15 major topic areas covering normal and disordered processes, professional issues, research methodologies, and other content important to the profession. **Corequisite: First semester of externship.**

SLP 6201, 6202 Special Topics (1-3 Cr)
Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification). *Nine credits must be selected, three of them must be in a motor speech disorders course.

SLP 6203 Organization and Management of School-Based Speech-Language Pathology Programs (3 Cr)
This course will address the challenges facing school-based speech-language pathologists. Topics will include: legislative mandates; current issues in education and the impact of these issues on the traditional roles of school-based speech-language pathologists; organization and management of school speech-language programs; active participation on the educational team; service delivery models for diverse population; use of technology in schools; treatment outcomes and accountability measure; marketing services in the schools and the community; creative program ideas. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, and SLP 6060.**

SLP 6310 Aural Rehabilitation (3 Cr)
Remediation of Communication problems resulting from hearing impairment; use of amplification and assistive devices.

SST 524 Methods of Teaching Secondary Social Studies (3 Cr)
This course is an overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching Middle and High School Social Studies.

SST 612 Economics in the Secondary Curriculum (3 Cr)
This course reviews major principles of economics and methods for integrating economics into the secondary school curriculum. Current curriculum materials and exemplary practices will be reviewed.

SST 614 Geography in the Secondary Curriculum (3 Cr)
This course provides an overview of the broad field of geography and current curriculum materials and practices for integrating instruction in geography into the secondary school curriculum.

SST 616 The Historical Roots of Our Multicultural Society (3 Cr)
Past and recent history in Africa, Asia, and Latin America are reviewed during this course to provide teachers with a background on the roots of major non-European cultural groups in the United States. An emphasis will be placed on cultural and historical trends that caused persons to come to the United States from these areas and the cultural heritage that they brought with them.

SST 622 Consent of the Governed: American Government Adapted in the Curriculum (3 Cr)
This course studies the philosophical foundations and structure of state and federal government. Emphasis is on instructional techniques that encourage the secondary students to identify government in their daily lives and encourage them to become involved in the process of "participatory citizenship."

SST 623 American History I (Pre-Colonial-Reconstruction) in the Adapted Secondary Curriculum (3 Cr)
This course includes American History from Pre Colonial time through Reconstruction. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrated the lates curricular practices and teaching strategies using Florida Sunshine State standards.

SST 625 American History (Reconstruction-Present) in the Adapted Secondary School (3 Cr)
This course covers American history from the Reconstruction through the present. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching stategies using the Florida Sunshine State Standards.

SST 627 World History 1 (Beginning-Renaissance) in the New Secondary Curriculum (3 Cr)
This course explores the world from its beginnings to the time of the Renaissance by studing the significant physical, cultural, economic, religious, and political features. Curriculum activities will be aligned with the social studies standards for grades 6-8 and 9-12.

SST 629 World History II (Renaissance-Present) in the New Secondary Curriculum (3 Cr)
This course provides an in-depth study of major events during this time period. The course will include significant interactions among the peoples of Africa Europe, Asia, and the Americans up to the present. Curriculum strategies and activities will be structured so secondary students will become more global in their thinking and see themselves as concerned citizens of the world.

SYSF 575 Family Systems (3 Cr)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 576 Programs Models (3 Cr)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education (3 Cr)
This course examines the acquisition of knowledge and technical skills for practitioners working the families.

THER 501 Developmental Foundations for Child and Youth Care Practices (3 Cr)
This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youths (3 Cr)
This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youths (3 Cr)
This course examines the various design element and program issues that have a qualitative impact on the management of therapeutic programs for children and youths.

TMA 701 Educational Technology Trends and Issues (3 Cr)
This course provides students with the opportunity to explore and investigate current practices and emerging trends and issues in the field of educational technology. It includes historical foundations, best practices currently in use, and future directions while providing students with an overview educational technology and technology management issues.

TMA 711 Education Technology Project Management (3 Cr)
This course provides students with the skills and knowledge required to manage complex educational technology projects. Students will gain project management skills that include planning, designing, implementing, and supporting both small and large scale technology projects within a school or district. Students will learn strategies for involving all stakeholders and communicating with them effectively.

TMA 716 New Technologies: Selection and Evaluation (3 Cr)
This course provides students with the skills and knowledge required to evaluate, select, and integrate technology learning systems that support curriculum goals and meet diverse student needs. Students will define an educational problem and apply appropriate instructional strategies and technologies based on instructional objectives and research of curricular technologies.

TMA 721 Distance Learning: Systems and Methods (3 Cr)
This course provides students the opportunity to research current practices in distance learning with the educational environment and the skills and knowledge to assess relevant products. Students will consider the impact of distance education on the educational community and distance learning roles and techniques in the K-12 educational environment.

TSOL 500 Foundations in Bilingual Education (3 Cr)
This course provides a survey of the history, rationale, and organization of bilingual education in the United States. The course includes the study of various bilingual and multicultural education programs found in the past and today in the United States. This course is required for the M.S. in TESOL degree program.

TSOL 510 Classroom TESOL, Theory and Strategies for Teachers (3 Cr)
This course presents an integrated view of TESOL for secondary classroom teachers and ICP candidates who are not majoring in TESOL. It provides a broad conceptual framework and many practical strategies for teachers to understand the potentials and hurdles of the LEP student in all classroom settings. It surveys the Office of Multicultural Student Language Education's twenty-five performance standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This course is required of all approved program education majors including Secondary English Education, Elementary Education, PreK Primary Education, Exceptional Student Education, and Reading, who are seeking initial certification. It may be used to fulfill the Category II teacher ESOL requirement.

TSOL 515 Curriculum Development for TESOL (3 Cr)
This is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of second language curricular needs, and how to adapt the content curriculum for LEP students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs will be studied. Students will also learn how to evaluate and adapt materials for LEP students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement.

TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
TSOL 520 is required by all ICP candidates enrolled in an ESOL-infused program. It focuses on second language development, covering language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The SIOP lesson model is thoroughly explained and used. The student is expected to be able to locate and use research and resources in ESOL methods and assessment.

TSOL 525 Teaching Reading and Literacy Development in Spanish (3 Cr)
This course offers students an in-depth analysis of methods and approaches to teach reading in the Spanish Language. Students will analyze various techniques used in the bilingual classroom in order to teach children strategies to foster literacy and writing development in Spanish. The course will engage students in the selection of age-appropriate classroom materials, curricular planning and appropriate field experiences.

TSOL 547 Testing and Evaluation of ESOL (3 Cr)
This course investigates traditional and alternative forms of assessment as they may apply in the ESOL classroom. It emphasizes the use of portfolio assessment to document children's learning experiences, meet standards, and connect assessment to instruction. It looks critically at the role computers may play in testing and evaluation of LEP students. This is a requirement for the M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)
The course, cross-cultural studies, examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom that will facilitate better learning. This course is required for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 567 Applied Linguistics (3 Cr)
An introduction to the linguistic principles and terminology that inform ESOL methodology. Students will learn to carry out phonetic, morphologic and syntactic analysis. Emphasis will be on first and second language acquisition. Students will learn to diagnose possible problems encountered by students learning English as a second language. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 569 Methods of Teaching English to Speakers of Other Languages (3 Cr)
An introduction to the linguistic principles and terminology that inform ESOL methodology. Students will learn to carry out phonetic, morphologic and syntactic analysis. Emphasis will be on first and second language acquisition. Students will learn to diagnose possible problems encountered by students learning English as a second language. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSOL 575 Critical Issues in TESOL (3 Cr)
This course offers an in-depth analysis of a wide range of issues affecting the programs and teaching of ESOL. Issues such as linguistics, foreign language teaching, second language acquisition, the teaching of phonics, educational politics, and multicultural education are analyzed and discussed with the help of current textbook and online reading assignments. Students are expected to examine the various sides of each issue and to form and support their own viewpoints.

TSOL 580 Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 Cr)
TSOL 580 focuses on specific concepts, components, and strategies for optimum subject area teaching in the ESL and bilingual classroom setting. The course is appropriate for teachers in ESL or bilingual settings. Increasingly, elementary and secondary teachers are challenged to transmit vital subject content matter to non-English speakers. This course builds awareness and proficiency in dual language instruction.

TSOL 699 Applied Professional Experience in TESOL (3 Cr)
This course requires graduate students to document applied professional experience with students whose first language is not English within a K-14 educational setting. Graduate students will review second language theory, document hours working with ESL students, maintain a reflective journal, create a portfolio of their students' work and the assessment instruments used, in order to demonstrate achievement of state professional and content area standards in ESOL.

URBE 500 Public Education in an Urban Setting (3 Cr)
This course provides an overview of urban education trends. Emphasis is placed on the investigation of historical, social, and cultural perspectives and their influence in the urban education setting. Throughout the course teachers are engaged in identifying community resources and developing effective classroom-based strategies and interventions for assisting urban students.

URBE 501 Classroom Management in Urban Schools (3 Cr)
This course provides an examination of causal factors that frequently influence the academic and behavioral performance of urban students. In addition, classroom interventions to minimize these challenges are identified. Effective teaching practices, addressing individual needs within the urban education classroom, are emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 502 Instructional Methods in Mathematics in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching mathematics in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 503 Instructional Methods in Elementary School Science in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching science in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 504 Instructional Methods in Literacy in Urban Schools (3 Cr)
This course provides topics in literacy designed to explore and support the findings of the National Reading Panel Report to guide and improve literacy instruction in the urban school setting. The identification of instructional strategies, based upon a balanced literacy framework and intended for use with diverse students in the regular classroom setting, is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 505 Parental and Community Involvement in Urban Schools (3 Cr)
This course provides opportunities for educators to examine the distinctive role of parents and guardians within the educational process. An understanding of the need for strong home-school-community connections and committed parental involvement for the benefit of diverse urban students is promoted throughout the course. **Prerequisite/s: URBE 500.**

URBE 506 Standards, Curriculum, and Assessment in Urban Schools (3 Cr)
This course provides an overview of national, state, and local performance standards, curriculum, and assessment practices. The course is designed to help teachers gain knowledge and skills concerning the relationships between performance standards, curriculum, and assessment for the benefit of diverse urban students. **Prerequisite/s: URBE 500.**

URBE 507 Integration of Technology in Urban Schools (3 Cr)
This course provides an overview of the use of technology, including software and electronic media, as an integral component of educational practice. The course is designed to help teachers gain knowledge and skills concerning the methods, materials, techniques, and strategies of incorporating technology as an instructional tool for the benefit of diverse urban students. **Prerequisite/s: URBE 500.**

URBE 508 Instructional Methods for the Social Studies in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching the social studies in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course. **Prerequisite/s: URBE 500.**

URBE 699 Applied Professional Experience in Urban Education (3 Cr)
This course will require graduate students to complete applied professional experiences in K-12 urban school settings. Graduate students will maintain a reflective journal and create a folder that includes samples of the pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards.
Prerequisite/s: 24 credits, including CUR 526.

Doctoral Course Descriptions

ADS 8090 Applied Dissertation Services I; ADS 8091 Applied Dissertation Services II
Students register for Applied Dissertation Services when conducting dissertation related research. When the applied dissertation project components are completed, credit is awarded as follows: seven credit hours upon completion of the applied dissertation proposal, seven credits upon completion of the Individualized Evaluation and the awarding of Satisfactory Progress status, and seven credits upon completion of the applied dissertation project report.

ARC 8911 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base.

ARC 8912 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will introduce concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral level research. The application of statistics will be emphasized. Areas of study will include measures of central tendency and variability, probability, randomization, normal distribution, t-distribution, F-distribution, confidence intervals, hypotheses testing, and correlation.

ARC 8913 Program Evaluation and Policy analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course.

ARC 8914 Measurement, Testing, and Assessment (3 Cr)
The purpose of the Measurement, Testing, and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners.

ARC 8915 Survey Research (3 Cr)
The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research

ARC 8916 Qualitative Research (3 Cr)
The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate

ARC 8917 Advanced Program Evaluation (3 Cr)
This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data collection procedures, including conventional (e.g., systematic surveys) and non-conventional (e.g., trained observer ratings), will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data and will provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s: Instructor approval.**

ARC 8918 Advanced Statistical Methods (3 Cr)
This course is designed to build on material reviewed in the Statistical Methods course and is developed to acquaint students with advanced statistical procedures. Areas that will be covered will include factorial analysis of variance (ANOVA), univariate ANOVA post hoc tests, analysis of covariance (ANCOVA), repeated measures analysis, multiple regression, and power analysis. In addition, the course will encompass a review of select multivariate statistical techniques. This course will emphasize the application of these statistical procedures to real world challenges that students may encounter in their research or work setting. **Prerequisite/s: Instructor approval.**

ARC 8919 Single Subject Research (3 Cr)
This course covers basic concepts and methods employed in single subject research. Participants will learn about single subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment designs. Important factors in designing and critically reviewing single subject research will be presented, along with options for analyzing data from single subject research studies. Ethical issues in single subject research will also be reviewed.

ARC 8920 Mixed Methods (3 Cr)
This course is designed to provide students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to education and human services

ARC 8966 Applied Dissertation Seminar 1: Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARC 8967 Applied Dissertation Seminar 2: Proposal (5 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the roles of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARC 8968 Applied Dissertation Seminar 3: Report (5 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report) and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credits for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8566 Applied Dissertation Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARO 8567 Applied Dissertation Proposal (4 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the roles of the literature review to support or refute the dissertation topic. This seminar, focusing on scientific inquiry, will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARO 8568 Applied Dissertation Report (3 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credits for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8611 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provide models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base.

ARO 8612 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will investigate concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypothesis testing, and correlation. **Prerequisite/s: ARO 8611 and ARO 8613.**

ARO 8613 Program Evaluation and Policy Analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course.

ARO 8614 Measurement, Testing, and Assessment (3 Cr)
The purpose of Measurement, Testing, and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners. **Prerequisite/s: ARO 8611 and ARO 8613.**

ARO 8666 Applied Dissertation Concept Paper (2 Cr)
The content of applied dissertation concept paper focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Center faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for the seminar will be assigned following approval of the concept paper.

ARO 8667 Applied Dissertation Proposal (5 Cr)
The content of applied dissertation proposal emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal. **Prerequisite/s: ITDE 8666**

ARO 8668 Applied Dissertation Report (5 Cr)
Applied Dissertation Report involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report). **Prerequisite/s: ITDE 8667**

ARO 8711 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base. This course is delivered exclusively online.

ARO 8712 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will investigate concepts, and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course is delivered exclusively online.

ARO 8713 Program Evaluation and Policy Analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. This course is delivered exclusively online.

ARO 8714 Measurement, Testing and Assessment (3 Cr)
The purpose of the Measurement, Testing and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners. This course is delivered exclusively online.

ARO 8766 Applied Dissertation Seminar 1- Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARO 8767 Applied Dissertation Seminar 2 – Proposal (5 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARO 8768 Applied Dissertation Seminar 3 – Dissertation (5 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report) and the final approval process. Content and format issues as well as recommendations for further research are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

EDD 6000 Portfolio in Instructional Technology and Distance Education (3 Cr)
Portfolio of artifacts from ITDE MS program; Reflection and reaction to ITDE MS program learning outcomes; Collection of course materials, Development of a personal philosophy

EDD 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. Topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media.

EDD 7007 Principles of Distance Education (3 Cr)
An introduction to distance education. Topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

EDD 7040 Clinical Supervision (3 Cr)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics include planning and executing the supervisory conference, collecting data, and evaluating the supervisee. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

EDD 7041 Administration and Supervision of Personnel (3 Cr)
This course will present resource management principles and techniques including job performance, employee development, career management, discipline, and management of a diverse workforce. Legal and governmental issues will include employment law, harassment in the workplace, health issues in the workplace, disabilities, and discrimination. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting, and time management.

EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, and application of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

EDD 7043 Regulatory, Legislative, and Educational Trends in CSD (3 Cr)
This course will discuss the historical, ethical, and legal issues and trends in speech-language pathology. This course will increase students' understanding of current professional issues pertaining to such matters as standards of practice, ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, licensure and certification, participation in professional organizations, and professional advocacy.

EDD 7607 Concepts and Controversies in Aging (3 Cr)
This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. We will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Some of the controversies will include such topics as health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning.

EDD 7608 Humanities and Aging: An Exploration of Human Potential for Late Life Development (3 Cr)
This course will develop a greater sensitivity to and understanding of aging through a sampling of Humanities subjects, i.e., literature, history, and world religion, that pertains to the process of aging. From this perspective, the student will gain the special perspective on being human that study of the humanities develops. In addition to readings in the humanities, we will make use of autobiography and narrative descriptions of famous and ordinary older adults, as well as explore the growing use of reminiscence and life review in research and practice with the elderly. The course will also call upon each participant to do some narrative and autobiographical writing of his/her own.

EDD 7609 The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory (3 Cr)
This course will focus on the human development theories that provide the underpinning for a humanistic approach to aging. The humanistic approach is closely associated with the term 'conscious aging', which implies that in addition to the nature of aging as a biological and sociological phenomenon, there is a developmental path that includes the psychological and the spiritual. Students will engage in exploring this holistic perspective that includes learning the theoretical frameworks associated with Abraham Maslow, Carl Rogers, Roberto Assagioli, Harry Moody, and Ken Wilber, as well as life-span theory.

EDD 7610 Social Gerontology: The Sociology of Aging (3 Cr)
This course will provide a sociological perspective on the aging process. We will examine the impact of social and cultural conditions on older adults as individuals and as groups (cohorts). We will focus particularly on social policy through the lens of race, gender, and class. This course will seek to provide the learner with an ability to critically analyze the institutions that provide care and services to older adults, i.e., long term care facilities, hospitals, senior centers, etc. In addition, learners will gain insight and analysis of the major social policies affecting older adults, with emphasis on social security.

EDD 7611 Aging and Ethnicity (3 Cr)
While all human beings age, human beings age differently. The field of ethno-gerontology further illuminates the diversity in the aging process by developing cultural competence through cultural knowledge in providing services to older adults. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach learners how aging and ethnicity affects how we serve older adults. The course will also help learners become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities.

EDD 7612 Biology of Human Aging (3 Cr)
This course will provide fundamental knowledge about the biology of human aging for those with little or no background in biology. While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging.

EDD 7710 Principles and Theories of Adult Education (3 Cr)
This course examines the range of theoretical and practical approaches to the education of adults. Topics include adult motivation for learning; innovative instructional approaches for adults; the practice of andragogy and andragogical roots of the contemporary adult education movement; evolving opportunities in workplace learning, for-credit and non-credit learning options in universities and community colleges; and informal learning in adulthood.

EDD 7711 History and Philosophy of Adult Education (3 Cr)
This course provides a broad foundation for the study of adult education based on the historical context and philosophical constructs that have influenced the practices of adult educators and the adult education movement in the past and continuing into the 21st century. The course examines adult education as a social movement in a historical context and explores the philosophical perspectives that have influenced and continue to develop current approaches to the education of adults.

EDD 7712 Contextual Issues Affecting Adult and Continuing Education (3 Cr)
This course presents a comprehensive view of lifelong learning and its critical implications for learners and leaders in the field of adult and continuing education. The course addresses current contexts, emerging challenges, and evolving opportunities in the field of adult and continuing education from a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, prison education, and innovative higher education applications. In addition, participants will analyze emerging challenges including demographic, economic, political, ethical, and socio-cultural changes influencing the practice of adult education.

EDD 7713 Adult Development and Learning Styles (3 Cr)
This course will examine the developmental nuances of adult learning, with specific emphasis on the relationship between life stages and challenges and their influence on adult learning. Additional topics include current and evolving theories of adult cognition and learning, including learning styles; learning modalities and multiple intelligences; adult learners with physical and/or mental disabilities; and practical approaches to integrating technology into the instruction of adults.

EDD 7714 Adult and Continuing Education Program Planning (3 Cr)
This course examines adult education program planning, curricular and administrative opportunities and challenges, and innovative instructional techniques designed to promote access to adult learning. Topics include participation research, innovative approaches, and techniques to marketing adult educational programs, and distance learning technologies as well as program planning for adults in a variety of settings.

EDD 7810 The Nature of Conflict in Society (3 Cr)
This course identifies the origins and nature of various conflicts that exist in today's society. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. Various categories of conflict ranging from political terrorism to family conflict will be explored through pragmatic as well as theoretical paradigms that focus on the process of conflict, its stages, analysis, and conflict management.

EDD 7811 Theories and Principles of Conflict Resolution (3 Cr)
This course presents the major theories and contexts of conflict resolution. Students will examine levels of interventions and processes in the field of conflict resolution. This course is designed to present a variety of theories used to mediate conflict at various social and psychological levels. Students will learn basic conflict management techniques and ways to assess conflict situations from a cross-cultural perspective.

EDD 7812 Strategies and Models of Mediation and Negotiation (3 Cr)
This course examines conflict intervention from the perspective of the disputant/negotiator. The major theme of study includes the overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching settlement. Students will explore negotiation tactics that focus on people, interests, opinions, and criteria. The course develops negotiator skills and knowledge leading to collaborative based actions and solutions.

EDD 7813 Managing Organizational Conflict (3 Cr)
This course examines the nature and varieties of organizational conflict. The causes, manifestations of organizational conflict, and intervention techniques will be presented. Students will learn to apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders. Issues such as the facilitator's role in helping groups resolve issues and meet organizational as well as effective group intervention skills will be practiced.

EDD 7814 Special Topics in Conflict Resolution (3 Cr)
This course proved the students with an opportunity to study in depth an area of conflict or violence. Included in the range of study topics are violence in the schools, family violence, violence in the work place, divorce and custody conflicts, cultural terrorism, victim-offender conflicts, etc. Violence intervention and prevention strategies developed for interpersonal, group and societal levels will be examined.

EDD 7912 Curriculum Articulation (3 Cr)
This course will introduce students to collaboratively and systematically weigh key factors, such as: the mandates of national, state and local educational standards, professional licensing requirements, educational benchmarks, grade-level expectations, and course content when making decisions about curriculum and instruction across grade-level progression. The relationships between these factors will be discussed in order to demonstrate the significance of a well-designed articulation process that educational institutions must implement in order to assure the successful progression of students across their academic coursework. The course will focus on developing a practical approach to policy development in curriculum and instruction based on an integrated system that aligns curriculum, instruction, standards, assessment, content, and accountability across time. Topics such as grade-level content specifications, promotion requirements, and interdisciplinary approaches will be discussed.

EDD 7913 Curriculum Renewal (3 Cr)
The course will provide the foundation for decisions regarding curriculum renewal and student achievement. Various sources of input will be stressed as the basis for curricular decision making, the need to renew various aspects of the curriculum based upon student achievement of the goals and objectives of the curriculum, the articulation of the curriculum, and the instruction strategies employed, and the stakeholders in the curriculum development process. A practical approach will emphasize drawing accurate inferences about what students know and are able to do as the basis for curriculum renewal and the scope and sequence of the curriculum in an educational program.

EDD 7914 Curriculum Teaching and Technology (3 Cr)
This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with instructional technology; instructional design; distance education; course design and online teaching; lesson planning using media; production of media for teaching.

EDD 8001 Instructional Design (3 Cr)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

EDD 8002 Surviving Change: Politics, Power, Money, and the Law (3 Cr)
This course investigates the relationship between leadership roles and decision-making in the current and emerging contexts of politics, power, legal, and economic factors, and the results of creating change through effective policy development in education. The student will learn to apply techniques and theories of policy development and will engage in educational policy analysis. Local, state, and federal political systems are examined to determine the influence these systems have on current and future policies in education.

EDD 8006 System Analysis and Design (3 Cr)
An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system.

EDD 8007 Governance and Management in Higher Education (3 Cr)
This course emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

EDD 8008 Principles of Instructional Technology (3 Cr)
An introduction to instructional technology. Topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

EDD 8010 Curriculum and Program Development (3 Cr)
This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curricula will be emphasized.

EDD 8012 Managing and Evaluating Instructional Technology and Distance Education (3 Cr)
Theories and methods for planning, operating, and evaluating instructional technology and distance education programs are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager. Practical activities of the professional in ITDE are stressed.

EDD 8020 Continuing Education for the Health Care Professions (3 Cr)
This course is based on the belief that an educated, trained, and motivated staff is the most important asset of a health care organization. To that end, the course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Fundamental principles of teaching and learning are covered, so that the health educator can learn to be effective while teaching colleagues in a continuing education setting, students in the classroom, and patients in clinical settings. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The purpose, benefits, and goals of health care education; the nature of the educational process; and the role of the health care practitioner as educator are examined.

EDD 8021 Contemporary Theories in Healthcare Education and Promotion (3 Cr)
The course will link current theories of health education and promotion to current and evolving challenges in the field of health care education. It examines current issues and practices influencing leaders in the field of health care education. Topics include demographic, economic, ethical, and political factors influencing health care delivery and the practice of health education; the changing nature of health care delivery in the United States; leadership perspectives on health care education; evolving models and practices in health promotion and education; and health education for special populations. This course addresses internal and external forces currently shaping the profession and practice of health education and promotion, and focuses on the creative application of health education theory and practice to specific health related problems identified by learners in their own communities or workplaces.

EDD 8022 Trends in Health Care Policy (3 Cr)
This course explores contemporary issues of health care organizations and institutions. The course will examine current trends and issues in health care and health care education. Students will be responsible for researching and presenting contemporary issues affecting today's health care and health care organizations. The course examines major trends in health care education and policy that determine the role and future of health care as well as health care educators. Topics include challenges in provision of health services, health care reform, managed health care systems, mortality trends, public health, political aspects of health care, elderly health care, long term health care, disease trends, mental health concerns, health behavior, economics of health care, reproductive health, health and the media, alternative medical therapies, and complementary medical approaches. Disease trends and determinants of health and illness will also be examined.

EDD 8023 Ethics and Professionalism in Healthcare (3 Cr)
This course is designed to provide an understanding of essential ethical considerations in health care occupations and will examine prominent bioethical issues that confront today's health care professionals. The course has an applied focus for health care educators and providers as well as a focus on organizational ethics in health care settings. This course focuses on social and ethical developments in health care. Topics include professional relationships among health professionals and patients, critical thinking and ethical decision making skills, basic principles of health care ethics, relevant information on social developments and ethical issues in health care, developments in standards of care and related emerging social and ethical trends in health care, legal and ethical issues affecting educators and students, professional ethics, organization ethics, and ethical climate in the health care organizations.

EDD 8024 Health Care Communications (3 Cr)
This course examines health communication, while identifying current issues and challenges facing health care. Learners will be exposed to multiculturalism in terms of thinking about health care education and how age, gender, race, and language influence health communication. The course addresses patient-caregiver communication, communication within health organizations, communication of risks, diagnoses, prognoses, and therapies, and how cultural factors influence health communication. Learners will also examine the Internet, telemedicine, health economics, and other factors that are changing the way health care educators and professionals are communicating, as well as health images in the media.

EDD 8025 Legal Aspects of Health Care Education (3 Cr)
This course investigates the legal aspects in health care that may affect the delivery of health care education. Practitioners of health care are legally obligated to perform their duties according to professional standards and to adhere to conditions of confidentiality, privacy, and ethical conduct. This course reviews the extent of such legal implications of working in health care settings, including such aspects as liability, negligence, malpractice, malfeasance, and others. Included will be legal issues of medical information management, health financing, and health care reform. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice.

EDD 8030 Moving Toward the Future: Successful Strategic Action Plans (3 Cr)
This course studies strategic planning models, forecasting methods, trend analysis, and futuring. Participants will learn to understand how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, general systems thinking, and change strategies will be presented through case studies and projects that utilize problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned through this course.

EDD 8031 Financing Institutions of Higher Learning (3 Cr)
This course is an introduction to institutional finance for academic administrators, health care professionals, military personnel, and/or college or university faculty members. Students participating in the course are introduced to the budget process as an outcome to their institutions' strategic plans. Budget development at the student's respective institution plays a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, the development of "off-campus" budgets, facility and enrollment management, marketing, and financial reporting systems. Using problem-based learning, the students will develop a budget reduction plan that will maintain institutional quality while reducing income and expenses.

EDD 8032 Human Resources Development (3 Cr)
This HRD course discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as needs assessment, design of HRD interventions, implementation of action plans, and the evaluation of HRD programs.

EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development (3 Cr)
This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the varying areas of institutional advancement, such as alumni affairs, foundations, capital campaigns, and planned giving as well as the functions contained within each area. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that will be reviewed in their studies. The interdependence of institutional advancement and internal organizational functions will be analyzed and evaluated.

EDD 8060 The Design and Development of Alumni Affairs Program (3 Cr)
Alumni Affairs programs have become an important part of nearly every college's strategic plan. As a result, the alumni affairs office is expected to promote interaction among the faculty, student body, and alumni. The alumni office is also charged with maintaining and enriching alumni relations and fund-raising programs. The course examines the basic tasks needed to run a successful alumni program: maintaining communications with the alumni, sponsoring special events for the alumni, sponsoring career development programs, protecting and enhancing the university image (branding), actively pursuing endowments and gifts, establishing and promoting the alumni association, and collaborating with the faculty and administration to promote student engagement efforts.

EDD 8061 Targeting Our Students: The Dynamics of Student Services (3 Cr)
This course will introduce student affairs components and how it operates within postsecondary institutions. Student affairs can be comprised of the offices of admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to ensure each student's sense of belonging and personal growth.

EDD 8110 Assessment Literacy (3 Cr)
In this course the candidate will develop expertise in assessment design, implementation, and evaluation using technology that is useful at the classroom level. Reeves (2002) in The Leader's Guide to Standards notes that equity and excellence are keys to achieving high standards. Equity or fairness for all students is a key to the moral leadership for today's schools. Understanding assessment is a critical skill that all leaders need, and this course prepares leaders' assessment literacy.

EDD 8111 Communities of Practice (3 Cr)
The purpose of this course will be to prepare leaders to design and develop communities of practice. In this setting, candidates will learn the keys to collaborative cultures. They will also experience tools for dialogue, assessment protocols, and open space technology. As a result of the experiences, the candidate will be expected to design a plan to build a community of practice.

EDD 8112 Assessment Centered Curriculum Design (3 Cr)
This practical course departs from traditional curricular design by focusing on purposeful task analysis: Given a task to be accomplished, how do we get there? Professionals will be challenged to design curriculum only after operationalizing their goals or standards in terms of assessment evidence. It begins with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies? – before proceeding to plan teaching and learning experiences. This course moves very quickly from the theoretical into the preparation of a field study product.

EDD 8113 Instructional Leadership (3 Cr)
The purpose of this course is to prepare the candidate to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Candidates will be expected to evaluate instructional practices to determine the effectiveness of the teaching. Candidates also will be expected to develop appropriate prescriptions for ineffective teaching. In essence, each candidate will know quality instruction, will be able to distinguish between highly effective instruction and less than effective instruction, and will be able to prescribe strategies for improving instruction using the latest technology applications. Candidates will be expected to value high quality instruction for all students.

EDD 8114 Professional Development (3 Cr)
The purpose of this course is to prepare leaders to lead professional development. Candidates will experience quality professional development and will utilize the knowledge of adult learning, constructivism, and personalized learning to design and evaluate professional development. Candidates will be expected to demonstrate understanding of ages/stages literature by constructing professional development for entry- level professionals, mid-career professionals, and seasoned veterans as they prepare to exit the profession. Candidates will be expected to also design an assessment plan that assures quality professional development programs.

EDD 8115 Understanding Change (3 Cr)
The purpose of this course is to equip the candidate with an understanding of the change process. This process will be examined from the individual and the organizational perspectives. Candidates will be expected to demonstrate that they can help individuals to change and lead the organization from initiation, implementation, and institutional phases of meaningful change. The work of Michael Fullan, particularly The New Meaning of Educational Change (2001) and Robert Quinn, particularly Building the Bridge as You Walk on it (2004) will be utilized.

EDD 8119 Contemporary Issues in Instructional Technology and Distance Education (3 Cr)
Policy issues related to technology implementation and utilization are studied in this course. The role of the distance education and technology leader is examined using video based case studies. Special emphasis is on the practice of ITDE, and how the field is defined in a changing educational and training environment. Research related to barriers to the integration and adoption of instructional technology and distance education is analyzed and applied to the workplace.

EDD 8120 Perspectives in Instructional Technology and Distance Education (3 Cr)
Instructional Technology and Distance Education are examined and compared to other professions. A special emphasis is made on the impact of media and technology on teaching and learning. In order to understand the dynamic nature of the field, the literature of ITDE is analyzed as a basis for increasing the impact of instructional technology on education and training. National expert's positions on the status of the field are closely examined using videos, audios, and discussions. The impact of instructional technologies on schools and training organizations is studied in this course. Case studies dealing with various perspectives for implementation of distance education initiatives are examined using videos, audios and interviews.

EDD 8121 Advanced Instructional Design (3 Cr)
An introduction to instructional technology. Topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

EDD 8122 Professional Practice in ITDE (3 Cr)
An examination of the roles and responsibilities of members of the field of instructional technology and distance education, emphasizing leadership through presentation, publication, and service to professional organizations.

EDD 8123 Advanced Applications in Instructional Technology and Distance Education (3 Cr)
This course deals with the examination of large scale distance education projects, including statewide technology and distance education initiatives, and corporate online training programs. 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.

EDD 8124 Theories of Learning (3 Cr)
This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included.

EDD 8125 Leadership Development through Theory and Practice (3 Cr)
This course examines the significant research and theory that provide the conceptual framework for organizational development from the leader's perspective. Strengths and weaknesses of various leadership models will be presented. Case studies related to both leadership and organizational cultures will be examined. Learners will reflect on the particular challenges and responsibilities encountered in shaping and creating successful organizations of the 21st century. Application of theory to practice will be stressed.

EDD 8260 Linking Leadership to Brain Research (3 Cr)
Knowledge about how the human brain functions has doubled in the 1990s and continues to grow (Balog, 2003.) Furthermore, emerging research about leading strategic change indicates that institutional transformation occurs one brain at a time. In the broader context, there has been a dramatic shift in the types of cognitive skills necessary to thrive in the 21 st Century (Pink, 2005). New brain research indicates that there are two primary modes of brain function: one brain area specializes in managing routine cognitive tasks, while another area excels at managing novel tasks and situations. In this course, students will assess strategies for putting this research into practice for increased leadership effectiveness. Links between the latest brain research and the reasons why 70% of institutional change efforts fail will be investigated (Black & Gregersen, 2003) and six specific keys to enhancing whole brain thinking for improved results will be analyzed. Students will explore the three brain barriers to institutional change and develop strategies for overcoming these barriers. A practical framework for moving an organization ahead of the change curve will be created.

EDD 8261 The Neuroscience of Everyday Leadership (3 Cr)
In this course, students will explore cutting edge developments in the field of brain science and evaluate specific links to essential leadership functions. The specific functions of key brain areas will be investigated including the prefrontal lobe as the CEO of the brain and the latest data on hemispheric differences in terms of use in novel or routine leadership tasks. The role of the parietal, temporal, and occipital lobes and information processing will be analyzed within the framework of everyday management functions (Goldberg, 2001). Breakthrough technologies in brain mapping and imaging will be investigated and the implications for using such technologies to guide the way to possibly enhancing cognitive skills. In this course students also will discover the new concept of executive intelligence and analyze specific links to the thoughts and behaviors of effective leaders. Current studies on how the mind can grow younger as the brain gets older also will be investigated (Goldberg, 2005).

EDD 8262 Rewiring the Organizational Brain (3 Cr)
Current research now confirms that learning physically changes the structure of the human brain (Sylwester, 2005). At the same time, the process of leading strategic change involves the process of helping stakeholders change their thoughts and behaviors in a way that positively enhances institutional performance. In this course of study, the metaphor of rewiring the organization's brain as a framework for transformational leadership will be explored. Students will apply this concept in the contexts of self, team, and organization. Three levels of thinking and of organizational transformation will be analyzed. Students also will examine the implications of research about the executive brain and its importance in enhancing leadership effectiveness. In particular, the notion of the executive brain acting as the conductor of an orchestra will be investigated. An important theory of effective leadership through becoming an 80/20 individual will be examined and students will make specific links to how they can discover and focus on the 20% of factors that produce 80% of the results in their organization (Koch, 2003).

EDD 8263 Improving Thinking Power in Organizations (3 Cr)
Cognitive research suggests that the human brain operates in two primary modes (Goldberg, 2005, Gladwell, 2005). One mode is slow and deliberate and another mode is geared for swift, two-second insights into everyday situations. A key to leadership effectiveness is to learn how to capitalize on the inherent strengths of these two modes. In this course, students will first explore research suggesting that when individuals and teams learn specific cognitive skills they can leverage their brainpower in ways that can increase productivity by 100 to 600% (Kelley, 1999). Students will investigate the following key strategies that improve productivity in the brainpower economy: initiative, networking, self-management, prospective, "followership," leadership, teamwork, organizational savvy, and show and tell. Students will apply this expert model to a leadership situation they are currently addressing. Next, students will study how the human brain is geared to make snap judgments and investigate strategies for making these quick decisions effective in their role as leader.

EDD 8264 Engaging the Brain Power of Organizations (3 Cr)
In this course, students will explore why harnessing employee brainpower is the key to maximizing performance. Effective leaders cultivate this brainpower in productive ways. However, studies suggest that only 30% of the U.S. workforce is comprised of engaged employees; 54% of employees are not engaged, and 16% are actively disengaged (Coffman and Gonzalez-Molina, 2002). Students will analyze and evaluate critical factors that drive engagement such as the alignment of individual brain strengths with tasks they are asked to perform within the organization. In this course, students will fuse together a dynamic investigation of theories from the fields of cognition and leadership to discover how leaders can unleash organizational engagement for maximum results. Different styles of leadership may result in different levels of employee engagement. Students will analyze the concept of resonant leadership in the context of improving results within an organization.

EDD 8401 Special Education Law and Policy (3 Cr)
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education.

EDD 8402 Families, the Law, and Exceptionalities (3 Cr)
This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. We will look at the various models that inform our perceptions of individuals with disabilities and the relevance of said models on policy and service delivery. We will also look at disability policy and the core principles that comprise that policy. We will then explore various disability laws, particularly the ADA (Americans with Disabilities Act), and the case law interpreting such laws, and explore how such laws and cases support or fail to support the core principles of disability policy. We will then develop guideposts for analyzing disability policy. Finally, we will look at Self-determination and Self-advocacy and the impact these movements have had and are continuing to have on disability policy and the delivery of services to the disabled.

EDD 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)
The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations.

EDD 8404 Organization and Administration of Special Education Programs (3 Cr)
This course will address the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services. Particular emphasis will be placed on the development, implementation, and evaluation of effective program designs, and will include the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of recent and proposed legislation, including regulatory policies and procedures, on program development and implementation will be addressed.

EDD 8405 Collaboration and Consultation (3 Cr)
This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories and methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through course materials and related experiential activities. Additionally, this course is designed to teach students the theory and practice of collaborative consultation, increase pedagogical knowledge, and to prepare students to become reflective decision makers with the skills to facilitate and employ collaborative consultation in work and life settings. The instructor acts primarily as a facilitator providing discussion and related materials on the topic of collaborative consultation; otherwise, the course is student driven. The course is designed so that every aspect is collaborative, including selecting the activities in which to engage collaboratively with peers.

EDD 8406 Transition, Career Development, and Independent Living (3 Cr)
The course will focus on the strategies and methodologies professionals need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for post-secondary life. Students will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational abilities, and interpersonal skills.

EDD 8407 Assessment and Evaluation of Special Needs: Cognitive Domains (3 Cr)
This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of cognitive assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and educational instruments will be provided.

EDD 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)
This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development, and the abilities professional need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of behavioral and clinical assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placements, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and behavioral instruments will be provided.

EDD 8409 Multicultural Issues in Special Education (3 Cr)
In this course students will examine relationships among race, gender, culture, social class, and disability as well as fundamental information on individual, group, and societal responses to disability. Anthropological, social, and psychological theories about origins of cultural diversity will also be discussed. At no time in history has there been greater diversity in our population. Students entering the public, parochial, and private school system bring a wider array of culture, ethnicity, language, and ability than ever before. Preparing teachers to work with this diversity, creating curricula to adequately represent this profile, and impacting the social, political, economic, and ideological conditions for a truly multicultural education demands a transformation of policy and practice at many levels. Students with special needs who bring non-majority backgrounds to school often face a double whammy—the very ethnic and/or language differences these students exhibit can both serve to mask or exacerbate underlying learning, social, and/or behavioral challenges. Thousands of students are misidentified, while thousands more are denied special education services.

EDD 8410 Technological Literacy for Leaders (3 Cr)
In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes Internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology.

EDD 8411 Issues in Special Education Administration (3 Cr)
This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help students succeed in their schools.

EDD 8431 School Finance (3 Cr)
This course is devoted to the many financial aspects of the educational environment. A conceptual framework for understanding key concepts of revenue generation and distribution in school districts will be developed, and district and site-based budgeting will be practiced. Educational leaders must provide leadership in the debate about fiscal policies for education if American schools are to garner the financial support necessary to accomplish their stated missions. To succeed in offering the needed leadership, policymakers must possess sophisticated knowledge of the field and the capabilities to use this knowledge in shaping economic decisions in the public sector. The content in this course will include historical foundations of school finance; changes in policy and practices; major influential court decisions and current legal challenges; federal, state, and local funding practices; site-based budgeting; responsibilities of administrators in the funding and finance arena; budgeting cycles and influences; generation, distribution, and accountability issues, and other areas of current interest.

EDD 8432 School Policy (3 Cr)
This course provides a framework for understanding the political and policy issues involved in socio-cultural changes in American schools and society. Also considered are historical and legal aspects of contemporary educational issues and relationships of school to society. This course is oriented toward educational policy and the political realities of contemporary education. It focuses on implications and challenges in gathering information, integrating various research methodologies (qualitative, quantitative, documentary, and historical), using new technology and learning for the purpose of managing information sources toward a greater understanding of educational policy. The course is designed as a learning environment within which students undertake ongoing projects. To that end, candidates use a variety of sources, including other candidates. Through teaching and learning, candidates move toward a greater understanding of their roles as educational leaders in the American political and policy arenas.

EDD 8434 School Law (3 Cr)
The field of school law is a rapidly expanding area. In the last twenty years, litigation has become the fuel of choice driving many policy decisions of the school. The landscape of education has changed dramatically, often leaving school personnel afraid to conduct the most mundane of daily school tasks. Major areas of litigation (such as sexual harassment, IDEA, 504, and discrimination) often do not bring resolution to the issues before the court, but rather result in decisions impossible for some schools to carry out, and other schools unwilling to conform to because results are not in the best interest of the education of children. In addition, it may be months before a school district informs leaders, let alone teachers, of the court's decisions and the resultant changes in policy affecting the school environment. With this in mind, it is imperative that school leaders have the requisite knowledge and skills to stay informed of school related law and policy issues on a daily basis, and equipped with substantial knowledge of the laws that affect the lives of the personnel for whom they are responsible. Leaders must know the current state and federal laws as they apply to the school district, school setting, personnel, and other entities. They must know how to react to situations and not be afraid to act within the confines of their positions.

EDD 8442 Ethics and Social Responsibility (3 Cr)
This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

EDD 8443 Leadership Communication (3 Cr)
Leadership and effective communication are more than directly correlated; they are inseparable. Using the advantages of Web-based instruction, students will be expected to participate in a virtual learning community, where they can interact with course materials in flexible ways, share questions and discoveries with others, and contribute to the community's learning through interactive sessions and posting case study materials.

EDD 8460 The Principalship (3 Cr)
This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators as leaders in developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8461 The Superintendent of Schools (3 Cr)
This course will focus on individuals who are planning to enter the field of school administration at the central office of a district. The perspective of superintendents as leaders in developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout a district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal and cultural context of society. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8472 Human Resource Development (3 Cr)
Human Resources Development (HRD) is a fairly recent term in the lexicon of education and the message that it sends is an important one—to consider personnel in education as a resource and a most valuable one at that. Even a brief review of the No Child Left Behind (NCLB) Act brings to the fore the focus on quality teachers and leaders in education, as well as the certification expectations for attaining this level of proficiency in schools and classrooms across the nation. Hence, a sound HRD program encompasses many areas of personnel management including staffing, licensure, professional development, retention, evaluation, and dismissal. In other words, an effective HRD program does everything from hiring; to ensuring effective personnel are in place at the district, school, and classroom levels; to the dismissal of ineffective personnel for the advancement of student learning.

EDD 8490 Culture of Urban Schools (3 Cr)
This course would analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students would study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education.

EDD 8491 Economics of Urban Education (3 Cr)
This course will focus on the theories and principles of the economics of education; the economy in urban settings; and models, practices, and theories for developing partnerships between schools, universities, community based groups and agencies, and neighborhoods. The focus will be upon the analysis and underpinnings of the community and regional economic structure and development. Students would study administrative policies and planning related to the economics of urban education.

EDD 8492 Educational Policy and the Politics of Urban Education (3 Cr)
This course would focus on theories and empirical research about the social structure and political dynamics of urban areas. Students would study educational policies and politics and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, economic, and ethical. Within the context of each issue, potential policy alternatives would be identified and actual policy and implementation decisions studied.

EDD 8493 Historical Context of Contemporary Urban Schools (3 Cr)
This course would utilize the leading thinkers and milestones as the basis for an analysis of urban development and urban life. Students would explore the emergence and transformation of urban educational institutions—public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. The history of the impact of federal, state, local government policies, changing economic conditions, and judicial decisions that have shaped urban education in the post-Brown era in America on these relationships will be discussed.

EDD 8494 Teaching, Learning, and Curriculum in Urban Contexts (3 Cr)
This course would examine the relationships through which knowledge is constructed and communicated in urban schools. It would focus on pedagogy as a set of relationships among teachers and students mediated by culture, history, learning theories, assumptions bout childhood and adulthood, and assumptions about knowledge and ignorance as they relate to urban education.

EDD 8510 Leading a Learning Organization (3 Cr)
This course will explore characteristics of learning organizations and their organizational cultures. Participants will learn that learning organizations are very different from other enterprises. They are forward looking, nurturing, flexible, and safe. Leaders of such organizations have special traits and are usually servant leaders or transitional leaders. Creating a learning organization takes great effort on the part of all constituencies. It also takes a special kind of commitment, much energy, and various resources. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. A learning culture is one of the most desirable organizational environments. Creating it takes tolerance, understanding, and the support of everyone in the organization.

EDD 8511 Leading for Change (3 Cr)
This course emphasizes the need for leaders to understand that organizations are always changing. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include: decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress.

EDD 8570 Principles and Theories of Organizational Development (3 Cr)
This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention.

EDD 8571 Principles and Theories of Training and Development (3 Cr)
This course addresses the training theories and models necessary to develop an effective organizational the workforce of the 21st century. Participants will examine principles and techniques needed to create effective employee training and development practices. Topics include analysis of performance deficiencies, approaches to employee performance enhancement, and approaches to evaluation of training and development strategies.

EDD 8572 Principles of Organizational Synergy in Human Resource Development (3 Cr)
This course examines the role of organizational leaders in promoting strategic human resource development based on organizational mission, vision, and values. Course participants will examine linkages between organizational mission strategies and organizational practices in employee training and organizational development and recommend strategic improvements to strengthen and enhance organizational synergy. Participants will conduct a leadership audit of HRD practices in a specific organization and recommend improvements based on current and emerging leadership practices in HRD.

EDD 8574 Strategies and Practices for Organization Outcomes Evaluation (3 Cr)
This course provides an in-depth examination of organizational return on investment in employee training and development. Participants will evaluate organizational training practices and calculate the extent to which HRD practices used by the organization have been effective in enhancing organizational performance. Participants will also create enhanced training plans based on determination and analysis of objective criteria related to organizational return on the training investment. Participants will design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development.

EDD 8601 Human Services Leadership: Administration, Management and Policy Development of Human Services Agencies and Programs (3 Cr)
This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations both at the community, state, national and international level with a view to assess just how well they support consumer (i.e., patient) and family participation. Study will include an overview of selected management systems and styles, models for leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community setting and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized.

EDD 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)
The character and qualities of each human services organization are unique to the community in which it is place and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. Incorporating community members as human resources and community partnerships will be analyzed.

EDD 8604 Human Services and the Law (3 Cr)
A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice.

EDD 8605 Human Services Organizational Theory and Behavior (3 Cr)
To be a successful leader, a sound understanding and mastery of organizational systems, organizational behavior and management must be mastered. This course delves into theories, concepts and models of organizational behavior. From developing an effective mission statement to practical implementation of a new program or service, knowing how and why people behave and respond is critical to success. Knowledge and theory, functional attitudes, and applicable mindsets, as well as best practices, will be synthesized while the student practices strategic leadership positioning as well as learning when to adapt and when to change.

EDD 8606 Special Topics in Human Services (3 Cr)
This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.

EDD 8611 Best Practices in Programs for Young Children: Pedagogical Applications (3 Cr)
This course examines current policies and practices for children from birth-age 8. Criteria for and issues on quality in early childhood services are examined from the perspective of local and international programs. Theoretical foundations for program development, curriculum assessment, and individual interventions are discussed. Students engage in the analysis and discussion of program policies and practices. Field experiences are integrated into the course.

EDD 8612 Critical Issues in Early Childhood Education in the Global Village (3 Cr)
This course examines current issues and trends impacting behavior, health and the development of children and youth within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, special needs families and services. Field experiences are integrated into this course.

EDD 8613 Families, Children, and Communities in a Multicultural and Diverse Society (3 Cr)
This course focuses on the role of families on child development from the perspective of multi-cultures. Role of culture and how it shapes families' views on child rearing practices are investigated. Students examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated into this course.

EDD 8614 Current Trends and Issues in Curricular Theory in Early Childhood Education (3 Cr)
This course examines recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Local, national, and global issues influencing early childhood curricular development are also discussed. Field experiences are integrated into this course.

EDD 8615 Child Advocacy: Social Concerns in the Global Context (3 Cr)
This course will examine the role of child advocacy from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children.

EDD 8616 Cultural Perspectives and Influences on Child Development (3 Cr)
This course examines the role and influence of culture in the process of development during the early years (birth-age 8). Cross-cultural characteristics on the development of young children are examined. Influence of diversity elements during the early childhood years such as language, gender, ethnicity, special needs and others are discussed. Role of families, adults and communities in the developmental process are also examined. Field experiences are integrated into this course.

EDD 8750 School Business Management (3 Cr)
This course is designed to provide educators with an overview of school business organizations. Fundamental principles and practices of school finance and school business management will illustrate successful practices of institutional administration. Classroom teachers, counselors, media specialists, principals, and aspiring school business administrators will acquire knowledge of the school business functions and their impact on educational programs.

EDD 8751 Operational Planning and Budgeting in Schools (3 Cr)
This course is a study of budgeting and accounting functions necessary for planning and administering school budgets. Course topics include budget calendar, sources of revenue, short-term and long-term projections (revenue, expenditures, enrollment, etc.), salary calculations, and budget presentation. Students will develop, analyze and critique their local budgets or data from other school district budgets.

EDD 8752 Accounting, Auditing and Reporting for School Districts (3 Cr)
This course develops the necessary skills for school district accounting, auditing and reporting functions. It is designed to familiarize candidates with the budgeting process—its purposes, utilization measurement, and legal requirements to ensure public trust. Students will become familiar with accounting, auditing, and reporting practices within the educational settings. Specific topics will include school fund accounting, budgeting integration, types of audits (internal, external, and performance audits), procurement of audit services, and, state and federal reporting codes.

EDD 8753 Facility Operations Management (3 Cr)
This course includes topics on physical plant planning management, budgeting for capital outlay, accountability for capital resources, maintenance of physical plant, and safety and crisis management. Effective and efficient facility management contributes to the educational environment in which instructional programs are delivered. Topics include developing facility plans, funding sources related to construction and the bond process, preventive school maintenance, environmental assessment and resource management. Students will obtain knowledge of the critical role of physical environment toward the support of instruction and effective administration within the largest single investment for a school district.

EDD 8754 Maintenance and Operation of Ancillary Services in School Systems (3 Cr)
This course is designed to introduce the student to several support areas of education: technology, risk management, food service, transportation, security and human resources. The scope of responsibilities of these areas will be discussed along with the potential fiscal impact on the educational program. Funding sources, expenditures, and recent trends will be examined and discussed.

EDD 8755 Advanced Budgeting, Planning and Evaluation in Schools (3 Cr)
This course is designed to help students to obtain the competencies required for the Association of School Business Officials' Meritorious Budget Award (MBA) program. Budget developers will learn to apply the MBA criteria to their own school district's budget. Topics include executive summaries, budget organization, financial presentation, related budget information, glossaries, and appropriate appendices. Students will achieve the criteria to become budget review.

EDD 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders (3 Cr)
This course will include the use of actual assessment tools to perform a functional analysis of behavior upon which hypotheses regarding the function of challenging behaviors will be made. Intervention techniques, which focus on the development of functional communication will be researched and implemented. Applied behavior analysis will form the basis of assessment and intervention strategies for individuals with autism and other developmental disabilities.

EDD 8802 Seminar in the Nature of Students with Autism Spectrum Disorders (3 Cr)
This course will include an in-depth coverage of the multiple etiological factors of autism and the current research in the bio-medical field. Literature that links theory with research and practice in the areas of symptomatology, interventions, and outcomes will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature.

EDD 8803 Advanced Topics in Assessment of Students with Autism Spectrum Disorders (3 Cr)
This course will focus on diagnostic frameworks, the instruments and tests, which form the basis of diagnosing children with autism spectrum disorders. The diagnostic process in older adolescents and adults will also be covered. The use of assessment in program planning will be covered through both discipline specific and transdisciplinary procedures. The research behind the development of instruments specific to autism will be discussed.

EDD 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorders (3 Cr)
The number of interventions used with individuals with autism spectrum disorders continues to increase. The theoretical foundation and research base behind the interventions will be covered in-depth. The literature that links assessment to intervention will be used to form the base of intervention planning for individuals with autism. Helping families make decisions based upon their child's symptom presentation will be a focus of this course.

EDD 8805 Seminar in Professional Issues in Leading Programs for Students with Autism (3 Cr)
This course is designed to prepare individuals in leadership positions of programs for students with autism. Topical content will include essential elements for educational programs, planning and implementing professional development activities, strategic planning for school districts and agencies, legal issues in the education of students with autism, dealing with resistant staff, and resolving conflicts with parents.

EDD 8806 Special Topics Across the Life Span for Individuals with Autism (3 Cr)
This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included.

EDD 9100 Leadership (6 Cr)
This course focuses on strategic leadership and its influence for organizational effectiveness which occurs in the context of modern society by creating change and reaction to change. Participants will pursue theory and research focusing on the foundations for decision-making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. The course results in the creation action plans for restructuring organizations.

EDD 9200 Trends and Issues (6 Cr)
This course provides a study of the significant current trends and issues that provide paradigms of functionalism, conflict, and symbolic interaction. Emphasis is placed on critical review of issues of recent trends and developments affecting the interpretation of the (a) social process: culture socialization, and change, (b) institutions: political, economic, educational and religious, and (c) social structures: social stratification, ethnic race, relations, and environment. Students examine issues through research findings and case study analysis/results provide knowledge through a learner-designated development action plan leading toward a vision and mission of achieving success.

EDD 9300 Methods of Inquiry (6 Cr)
The purpose of this core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision making grounded in empirical research. Research design and methods, and program evaluation will constitute the major focal points. A theory-to-practice model will be utilized with an emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. Upon completion, students will be expected to demonstrate the ability to analyze, synthesize, and evaluate research in preparation for dissertation studies.

EDD 9810 Contemporary Challenges in Higher Eduction Leadership (3 Cr)
This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty members, and the challenges and opportunities of distance education.

ESE 8806 Special Topics Across the Life Span for Individuals with Autism (3 Cr)
This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included.

HSAC 8602 Developing Human Services in the Context of Family and the Community (3 Cr)
The character and qualities of each human services organization are unique to the community in which it is place and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment, and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. Incorporating community members as human resources and community partnerships will be analyzed.

ITDE 7001 Foundations of Leadership and Management (3 Cr)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace and learning organization, and leadership in practice.

ITDE 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: ITDE 7001 and ITDE 7007.**

ITDE 7006 Foundations of Instructional Technology (4 Cr)
An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology. **Prerequisite/s: ITDE 7001 and ITDE 7007.**

ITDE 7007 Foundations of Distance Education (3 Cr)
An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 8001 Introduction to Instructional Design (3 Cr)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, and the systematic design of instructional materials and events. **Prerequisite/s: ITDE 7005 and ITDE 7006.**

ITDE 8002 Instructional Development and Delivery (3 Cr)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization. **Prerequisite/s: ITDE 7005 and ITDE 7006.**

ITDE 8005 Introduction to Instructional Systems (4 Cr)
An advanced course examining the application of systems theory in education. Major topics include past and present systems theories in education, research of educational and instructional systems, the application of learning and systems theories in educational practice, and the integrations of systems theory into pragmatic instructional design. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

ITDE 8006 System Analysis and Design (3 Cr)
An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery systems, the analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

ITDE 8009 Trends in Instructional Technology and Distance Education (4 Cr)
Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining the roles and responsibilities of the leader in the field including ethical and professional behavior. **Prerequisite/s: ITDE 8012 and ITDE 8013.**

ITDE 8010 Issues in Instructional Technology and Distance Education (3 Cr)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing. **Prerequisite/s: ITDE 8012 and ITDE 8013.**

ITDE 8011 Leadership and Empowerment (3 Cr)
This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, moral frameworks for leadership and decision-making, and a synthesis of leadership development. **Prerequisite/s: ITDE 8009 and ITDE 8010.**

ITDE 8012 Managing and Evaluating Instructional Technology and Distance Education (3 Cr)
Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education; managing in educational and corporate settings, and principles of staff training, proposal development, and legal issues. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

ITDE 8013 Applications of Distance Education (3 Cr)
Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment. **Prerequisite/s: ITDE 8001 and ITDE 8002.**

LDR 8510 Leadership to Shape the Future (6 Cr)
Students will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include leadership in context, the self as leader, and the leader as catalyst.

LDR 8511 Latin American Education in Today's World (3 Cr)
This course is designed to familiarize students with current issues in education that are affecting Latin American schools. Issues particular to the Dominican Republic and other Caribbean nations will be discussed and explored looking for common answers. Students will be presented with possible solutions being tried in America in order to compare and look for commonalities in their resolution. Each participant will present an issue of concern and a possible resolution based on researched methods or successful program adaptations.

LDR 8520 Creating and Leading an Intentional Organization (6 Cr)
Among the most critical aspects of a leader's role are the abilities to design a vision for the organization, to communicate that vision, to establish a mission and goals that will help achieve that vision, and to align the workforce behind the vision. Students will understand the mission, vision, and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 Developing the Organization's Human Capital (6 Cr)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Students will identify their own perceptions, motives, attitudes, values, and mental models, understanding how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, coaching and consulting, and professional renewal.

LDR 8540 Leading and Managing Systems (6 Cr)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, and decision-making and conflict resolution.

LDR 8550 Leading a Learning Organization (6 Cr)
Developing a learning-based culture is essential for today's organizations. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Students will examine ways that learning organizations create learning cultures, as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

LDR 8561 Research Activities in Leadership to Shape the Future (2 Cr)
Students will engage in research activities in support of the domain Leadership to Shape the Future (LDR 8510). Research will focus on areas of leadership in context, self as leader, and the leader as catalyst. Students' research activities will include extensive use of the current Web-based technologies

LDR 8562 Research Activities in Creating and Leading an Intentional Organization (2 Cr)
Students will engage in research activities in support of the domain Creating and Leading an Intentional Organization (LDR 8520). Research will focus on areas of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making. Students' research activities will include extensive use of the current Web-based technologies.

LDR 8563 Research Activities in Developing the Organization's Human Capital (2 Cr)
Students will engage in research activities in support of the domain Developing the Organization's Human Capital (LDR 8530). Research will focus on areas of adult learning and life span theories, the learning organization, professional development and training, team building, consulting, and professional renewal. Students' research activities will include extensive use of Web-based technologies.

LDR 8564 Research Activities in Leading and Managing Systems (2 Cr)
Students will engage in research activities in support of the domain Leading and Managing Systems (LDR 8540). Research will focus on areas of information and communication, policy, politics and accountability, power in influence, finance, budgets and stewardship, and decision-making and conflict resolution. Students' research activities will include extensive use of Web-based technologies.

LDR 8565 Research Activities in Leading a Learning Organization (2 Cr)
Students will engage in research activities in support of the domain Leading a Learning Organization (LDR 8550). Research will focus on becoming a learning organization and creating learning cultures, leadership strategies for fostering growth, creativity, risk taking, managing innovation and change, and strategic planning. Students' research activities will include extensive use of Web-based technologies.

LDR 9110 Impact of Communication on Supervision, Personnel Selection, Staff Development, and Performance Appraisal in the Educational System (6 Cr)
Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision, and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection, and performance assessment.

LDR 9120 Fiscal and Legal Responsibilities of Educational Leaders (6 Cr)
This course addresses two major components within the educational system—finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing, and reporting. They will also analyze, plan, develop, implement, and evaluate a school budget. Students will explore the relevance of school law and decision making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort, and contract liability. Students will focus on the constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 Improvement of Organizational Management, Administration, and Leadership in the Educational System (6 Cr)
This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are leadership and management (an examination of various learning theories); motivational theories and group dynamics (an exploration of group motivation theories); and decision-making, power structures, and the change process (ways to implement change will be explored).

LDR 9310 Technological Literacy for Organizational Leaders (6 Cr)
In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders," and focuses upon Internet skills, resources, and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.

LDR 9320 Professional Productivity for Organizational Leaders (6 Cr)
This course will define roles, expectations, and issues for leaders using technology. Software suites will be explored as they relate to productivity for organizational leaders. The concept of technology as a professional tool will be the rationale for development skills using presentation software and Web page development. The course will provide extensive opportunities for hands-on experience to develop meaningful products. The use of templates, databases, and spreadsheets will be the topics of an included course (i.e., LDR 8220 and LDR 8221).

LDR 9330 Technology Planning for Organizational Leaders (6 Cr)
This course will build upon understanding developed in LDR 9310 and LDR 9320 to synthesize and apply assessment and evaluation within the context of instructional technology. Course topics include strategic planning, needs assessment, and grantsmanship. This course encompasses LDR 8220 (Trends and Issues in Leadership) with LDR 8221 (Technology); it will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

LDR 9810 Contemporary Challenges in Higher Education Leadership (6 Cr)
This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty members, and the challenges and opportunities of distance education.

LDR 9820 Legal and Ethical Issues in Higher Education Leadership (6 Cr)
This course examines contemporary legal and ethical issues from the perspective of their integration into the practice of leadership in postsecondary educational institutions. Students will research a variety of topics, including institutional values and ethical decision-making processes; academic freedom and tenure; ethics in research involving human subjects; faculty hiring, promotion, and dismissal; intellectual property and copyright issues; plagiarism; student admissions and dismissals; and legal issues related to affirmative action and equal employment opportunity.

LDR 9830 Innovative Leadership Strategies in Higher Education (6 Cr)
Innovative leadership in higher education will be analyzed and explored. Understanding the innovative leadership approaches needed to create and implement programs and services that address the issues facing higher education, both now and in the future, is the primary intended outcome of the course. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies. Participants will conduct an action research project that produces or evaluates an innovative approach.

SLPD 7000 Technology and Instrumentation in Communication Sciences (1 Cr)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

SLPD 7030 Gerontology (2 Cr)
This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, and socioeconomic and psychosocial consequences of aging and illness.

SLPD 7040 Supervision (3 Cr)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

SLPD 7060 Genetics (2 Cr)
Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

SLPD 7070 Pharmacology (2 Cr)
Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

SLPD 7075 Counseling (2 Cr)
Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

SLPD 7080 Business Management and Leadership (2 Cr)
Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions.

SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 Cr)
Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of the neuroscience and neuropsychological bases for neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 Cr)
Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

SLPD 7220 Advanced Seminar in Voice and Swallowing (3 Cr)
This course will explore current issues pertaining to voice and swallowing, and their disorders. Principles and application of clinical instrumentation and intervention strategies will be investigated. Case studies and practice with state-of-the-art equipment will be utilized to enhance learning.

SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 Cr)
This study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with non-electronic communication displays, various input devices, and low-tech communication devices, as well as high-technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs, as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

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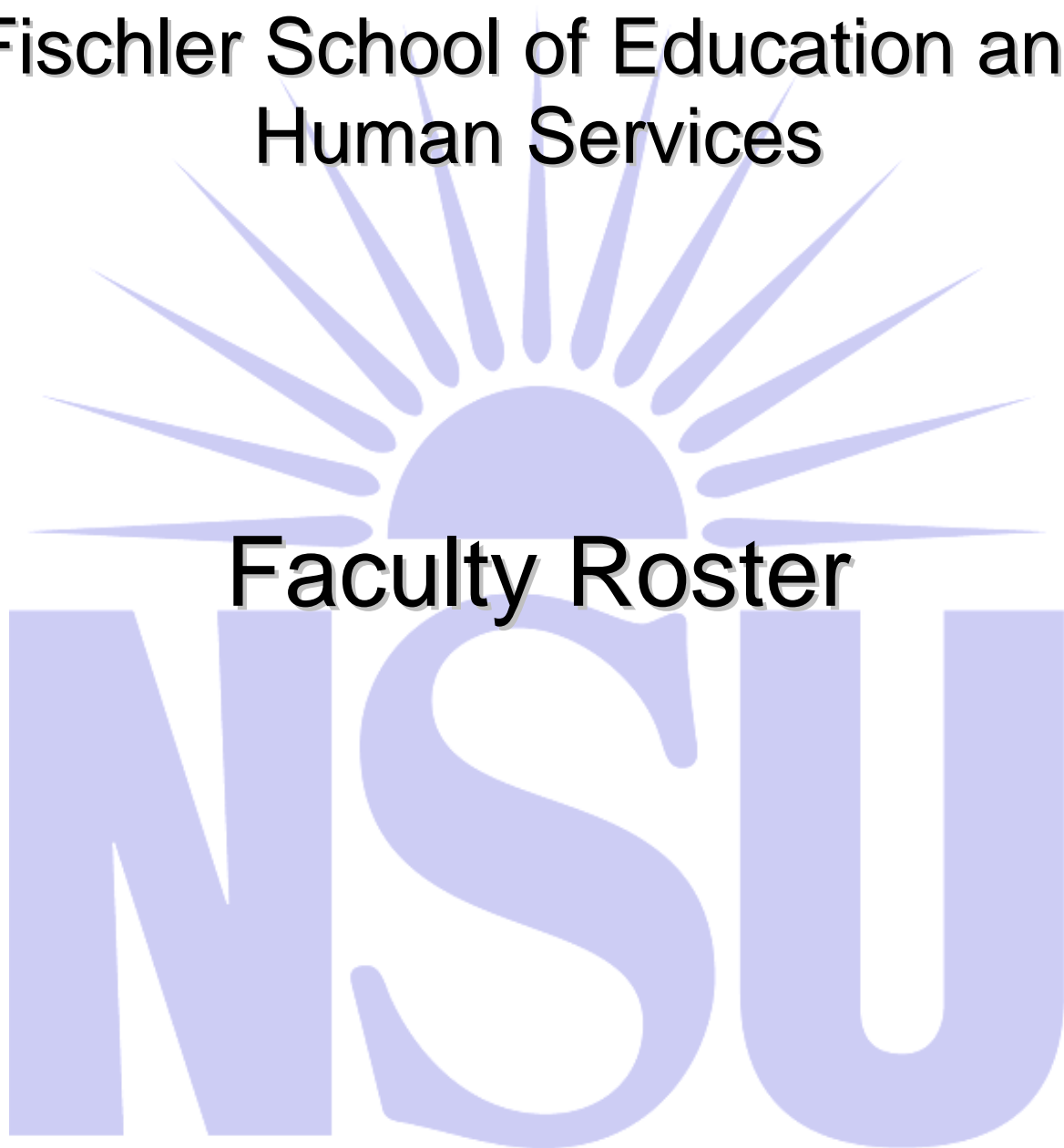
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Ed.D., Nova Southeastern University

Garrison, Heather
M.S., DeSales University

Garwood, Pamela
Ed.D., Florida Atlantic University

Gaughan, Linda
Ph.D., University of Florida

Geibert, Robert
Ed.D., Nova Southeastern University

Geismar, Thomas
Ed.D., Florida Atlantic University

Gerard, Barbara
Ed.D., Nova Southeastern University

Gibney, Marian
Ed.D., Nova Southeastern University

Gilmore, Helen
Ed.D., Nova Southeastern University

Goldberg, Sally
Ph.D., University of Miami

Goldstein, Julie
M.Ed., University of Nevada

Gollery, Thomas
Ed.D., University of Florida

Goodwin, Jessica
Ed.D., Nova Southeastern University

Goonen, John
Ed.D., University of Florida

Gordan, Jack
Ed.S., Wayne State University

Graham, Nancy
Ed.D., University of South Florida

Granda, Mabel
M.S., University of Miami

Graves-Smith, Etoile
Ed.D., University of Alabama

Greata, Joanne
Ed.D., Nova Southeastern University

Greco, Charles
Ed.D., Nova Southeastern University

Green, Arthur
J.D., University of Cincinnati

Green, Betty
Ed.D., University of Central Florida

Green, Charles
Ph.D., Iowa State University

Green, Marilyn
M.S., Nova Southeastern University

Gregori-Barbera, Elena
Ph.D., University of Barcelona

Grier, Terry
Ed.D., Vanderbilt University

Griffin, Claudia
M.S., Nova Southeastern University

Griffin, Jerry
Ed.D., Virginia Polytechnic Institute

Griffin, Sharon
Ph.D., University of Florida

Grimes Smith, Patricia
Ed.D., Florida Atlantic University

Grimsley, Patricia
Ed.D., Florida Atlantic University

Grizzle, Grady
Ph.D., North Texas State University

Hafner, Patti
Ed.D., Nova Southeastern University

Haldin, Jr., William
J.D., University of Florida

Hamill, Teri
Ph.D., Florida State University

Hammer-Witty, Katheryn
Ed.D., University of Central Florida

Hampton, Edward
Ed.D., University of Georgia

Han, Chingping (Jim)
Ph.D., Pennsylvania State University

Hart, Juliet
Ph.D., University of Miami

Harwood, Dylan
Ph.D., University of Miami

Harwood, Greg
Ed.D., Nova Southeastern University

Hechevarria, Zenaida
M.S., Florida International University

Henry, Cleveland
Ed.D., Nova Southeastern University

Hensley, Scott
M.S.M, University of Nevada

Hernandez, Nayesia
Ed.D., Nova Southeastern University

Hernandez, Pedro
Ed.D., Nova Southeastern University

Heverly, Lola
Ed.D., University of Georgia

Higgins, Lucille
Ed.D., Nova Southeastern University

Hill, Robert
Ed.D., Nova Southeastern University

Hilliard, Alan
Ed.D., Rutger State University

Hobby, Blake
Ph.D., University of Miami

Hoffman, Jr., Carl
J.D., University of San Diego

Hoge, Susan
Ed.D., Nova Southeastern University

Holland, Mia
Ed.D., Nova Southeastern University

Hollinger, Barbara
Ed.D., Nova Southeastern University

Holmes, Suzanne
DPA, Laverne University

Horn, Eileen
M.Ed., University of Nevada

Horton, Coral
Ph.D., Florida International University

Howard, Irvin
Ed.D., Illinois State University

Huang, Ming
Ph.D., Ohio State University

Hulse, James
M.A., East Tennessee State University

Hunter, Janice
Ph.D., University of Florida

Hunter, Ronnie
Ed.D., Nova Southeastern University

Hurst, Jr., James
Ed.D., Nova Southeastern University

Hutton, Michael
Ed.D., Nova Southeastern University

Isidron, Dianna
M.S., University of Miami

Isma, Ardain
Ph.D., Walden University

Jacobs, Judy
Ed.D., Nova Southeastern University

Jayson, Gail
M.A., University of South Florida

Jean, Rojeanne
Ph.D., Union Institute

Jenkins, Cheryl
M.S., Florida International University

Johnson, Barbara
Ed.D., Nova Southeastern University

Johnson, Claudia
Ed.D., Nova Southeastern University

Johnson, Gail
Ed.D., Nova Southeastern University

Johnston, Cynthia
Ed.D., Nova Southeastern University

Jones, Claudia
Ph.D., Barry University

Just, Donna
Ed.D., Nova Southeastern University

Kabot, Susan
M.S.SLP, Nova Southeastern University

Kadlecek, Dale
Ed.D., Illinois State University

Kahle, Cynthia
Ed.D., North Arizona University

Kalfin, Philip
Ph.D., University of Central Florida

Kardaras, Kathleen
Psy.D., Adler School of Professional Psychology

Karp, Myrna
M.S., Nova Southeastern University

Kay, Gary
Ed.D., Florida Atlantic University

Kearney, C. Philip
Ph.D., University of Chicago

Keefe, Margaret
M.Ed., Florida Atlantic University

Kellermann, Debbie
M.S., Florida International University

Kellmayer, John
Ed.D., Nova Southeastern University

Kemker, Brett
Ph.D., University of Florida

Kennedy, Judith
Ed.D., Nova Southeastern University

Kennedy, Melanie
Ed.D., Nova Southeastern University

Killam, Gary
M.A., University of Phoenix

Kimbarow, Michael
Ph.D., University of Minnesota

Klein, Joseph
Ph.D., Century University

Klein, Regina
Ed.D., Indiana University

Knierim, Jennifer
Ed.D., Florida International University

Knox, Mary
Ed.D., University of South Florida

Kochlany, Sharon
Ed.D., Nova Southeastern University

Konowalow, Stephen
Ph.D., Wayne State University

Kourapis, Kathrine
Ed.D., Nova Southeastern University

Kovaly, Marlene
Ph.D., University of Florida

Kratzmeier, Linda
Ed.D., University of Central Florida

Kuckel, Jane
Ph.D., Michigan State University

Lagoulis, Joan
Ed.D., Nova Southeastern University

Lancaster, Susan
Ed.D., Nova Southeastern University

Large, Ronald
Ed.D., University of Central Florida

Larson, Carrie
M.A., University of Phoenix

Lavallee, Sandrine
Ed.D., Nova Southeastern University

Layford, JoAnn
Ed.D., Nova Southeastern University

Layton, Nathan
M.S., Nova Southeastern University

Leite, Ligia
Ed.D., Temple University

Leon, Alina
M.S., Nova Southeastern University

Levine, Sheri Gay
Ed.D., Nova Southeastern University

Lewis, Maryann
Ed.D., University of Miami

Little, Lynn
Ph.D., University of Texas

Locke, Myra
Ed.D., Nova Southeastern University

Lofreddo, Phyllis
M.S., Dowling College

Lopez, Linda
Ed.D., Nova Southeastern University

Lou, Jennie
M.D./M.S., Shanghai University/McMaster University

Loupus, Ronald
M.S., Florida International University

Lueder, Donald
Ph.D., Syracuse University

Lukenbill, Jeffrey
Ed.D., Nova Southeastern University

Lustig, John
Ed.D., Nova Southeastern University

Lutz, Jason
Ph.D., Florida State University

Maddox, Debra
Ed.D., Nova Southeastern University

Mainieri, John
Ed.D., Nova Southeastern University

Maldonado, Nancy
Ph.D., Barry University

Maldonado, Zoraida
Ed.D., Barry University

Mallinson, Linda
Ed.D., Nova Southeastern University

Manburg, Sherry
Ed.D., Nova Southeastern University

Marcus, Pamela
Ed.D., Nova Southeastern University

Marks, Michael
M.S., Nova Southeastern University

Marleaux, Ruthann
Ed.D., University of Miami

Marquez, Nelson
Ed.D., Nova Southeastern University

Martin, Virginia
Ph.D., Indiana University

Martinez, Joaquin
M.S., Nova Southeastern University

Massengale, Dana
M.Ed., University of Nevada

Masters, Jacquelyn
Ed.D., Nova Southeastern University

Mathews, Walter
Ph.D., University of Wisconsin

Mathis, Beverly
Ed.D., Nova Southeastern University

Mathis, Joan D.
Ed.D., Nova Southeastern University

McAdams, Martha
Ed.D., University of Florida

McAleer, Monica
Ed.D., University of North Florida

McArdle, Geraldine
Ph.D., Syracuse University

McDaniel, Gary
M.S., Rollins College

McDaniel, Heather
Ed.D., Nova Southeastern University

McDermott, Maureen
Ed.D., Florida International University

MacFarland, Thomas
Ed.D., Nova Southeastern University

McGarvey, Robert
Ed.D., University of Massachusetts

McGee, Lynne
Ed.D., Florida Atlantic University

McGrath, John
M.A., Boston College

McKenzie, Flora
Ed.D., Nova Southeastern University

Melita, Joseph
Ed.D., Florida Atlantic University

Mendez, Maria
Ed.D., Nova Southeastern University

Meyers, Kenneth
Ed.D., University of Central Florida

Midgett, James
Ed.D., University of Central Florida

Miller, Kermit
Ph.D., University of Mississippi

Million, Steven
Ph.D., University of Florida

Mills, Pauline
Ed.D., Nova Southeastern University

Mione, Lawrence
Ed.D., Nova Southeastern University

Mirabella, James
D.B.A., Nova Southeastern University

Mitchell, Douglas
Ph.D., Claremont University

Mizell, Mary
Ed.D., Nova Southeastern University

Mongelli, Michael
Ed.D., Appalachian State University

Moreno, Peggy Roanne
Ed.D., University of Florida

Morgan, John
Ed.D., Nova Southeastern University

Morgan, Kevin
Ed.D., Nova Southeastern University

Motin, Louise
Ed.D., Nova Southeastern University

Murphy, Jo-Anne
Ed.D., Nova Southeastern University

Murphy, Michael
Ph.D., Claremont University

Murray, Marlene
Ed.D., Nova Southeastern University

Nachman, Leah
Ed.D., Nova Southeastern University

Nadel, Sybil
Ed.D., Teachers College, Columbia University

Natale, Samuel
Ed.D., University of Oxford

Negron, Edna
Ed.D., University of Sarasota

Nellis, Deo
Ed.D., Nova Southeastern University

Nelson, Theresa
M.S., University of Nevada

Noe, Clarence
Ed.D., Nova Southeastern University

Noe, Laurie
Ed.D., Nova Southeastern University

Norris, Joye
Ed.D., North Carolina State University

Novak, Julie
Ed.D., University of Sarasota

O'Brien, Joseph
Ed.D., Nova Southeastern University

O'Donnell, Mary Kathryn
Ed.D., Nova Southeastern University

Olech, Carol
Ed.D., University of Central Florida

O'Neal, Jo
Ed.D., Auburn University

Oremland, Betty
Au.D., Kirksville College

Ortiz, Pablo
Ed.D., Nova Southeastern University

Otero, Cary
Ed.D., Nova Southeastern University

Page, Jon
Ed.D., Nova Southeastern University

Palacios, Lisa
M.S., Nova Southeastern University

Palladino, Karen
Ed.D., Mississippi State University

Paquette, Karen
Ed.D., University of Nevada

Pasquarella, Geraldine
Ed.D., Nova Southeastern University

Patrylo, Melissa
Ed.D., University of Miami

Patterson, Patricia
Ed.D., Florida International University

Payne, Larry
Ed.D., Nova Southeastern University

Payne, Shirley
Ed.D., Nova Southeastern University

Pellegrini, Anthony
Ed.D., University of Nevada

Pereira, Estrella
M.Ed., University of Central Florida

Peretz, Beny
Ed.D., University of South Florida

Perez, Antonio
M.S., Nova Southeastern University

Perez, Janet
Ed.D., Nova Southeastern University

Petersen, Margaret
Ed.D., Nova Southeastern University

Peterson, Gilbert
Ed.D., New York University

Petrie, Steven
Ed.D., University of Central Florida

Pevonka, Dianne
Ed.D., University of Florida

Pilelsky-Levine, Rhoda
SLP.D., Nova Southeastern University

Poggioli, Lisette
Ed.D., Nova Southeastern University

Polifko-Harris, Karin
Ph.D., Old Dominion University

Pollino, Nicole
Ed.D., Nova Southeastern University

Pope, Cathy
Ed.D., University of Central Florida

Porter, Deborah
M.S., Nova Southeastern University

Potter, Leslie
Ed.D., University of South Carolina

Prakash, Evelyn
Ed.D., Nova Southeastern University

Presti, Lisa
M.A., University of Houston

Price, Lisa
M.S., Nova Southeastern University

Prince, Jonathan
Ed.D., Nova Southeastern University

Purvis, Gail
M.S., University of Miami

Quick, Carol
Ed.D., Nova Southeastern University

Radcliffe, Ronald
Ed.D., Nova Southeastern University

Raines, Henry
Ed.D., Nova Southeastern University

Ramage, Roger
Ed.D., University of Miami

Raney, Janet
Ed.D., University of Arkansas

Rankin, Gary
Ph.D., University of Northern Colorado

Ransel, Sandra
Ph.D., University of Oklahoma

Ratliff, Mary
Ed.D., Nova Southeastern University

Rawl, Lee
Ed.D., Nova Southeastern University

Ray, Barbara
Ed.D., University of Central Florida

Redden, JoAnn
Ed.D., Nova Southeastern University

Redhammer, Paul
Ph.D., University of Miami

Reeve, Christine
Ph.D., State University of New York—Stony Brook

Reglin, Gary
Ed.D., University of Florida

Reicher, Cathie
M.S., Nova Southeastern University

Reid, Amoy
M.S., Nova Southeastern University

Reinke, Twila
Ed.D., Columbia University

Remaly, Beth
Ed.D., Nova Southeastern University

Rendell, Mark
Ed.D., University of Central Florida

Renihan, Frederick
Ph.D., University of Saskatchewan

Renihan, Patrick
Ph.D., University of Alberta

Reno, Hilde
Ed.D., University of South Florida

Rey, Jose
Pharm.D., University of Florida

Reynolds, John
Ed.D., University of Tennessee

Rice, Beth
Ed.D., Nova Southeastern University

Richards, Marcia
Ed.D., Florida Atlantic University

Richardson, Donald
Ed.D., Nova Southeastern University

Ritchie, William
Ph.D., Cornell University

Roberts, Donna
M.S., Nova Southeastern University

Robinson, J. Troy
Ed.D., Nova Southeastern University

Robinson, Jessie
Ed.D., Nova Southeastern University

Rodriguez, Armando
Ed.D., Nova Southeastern University

Roe, Marianne
M.S., Nova Southeastern University

Roebuck, Johnnie
Ed.D., University of Arkansas

Rogers, Kimberly
Ed.D., University of Central Florida

Rojas, Alicia
Ph.D., Florida State University

Romero, Lisbia Liz
Ph.D., Pennsylvania State University

Ronik, Steven
Ed.D., Nova Southeastern University

Ronson, Bonnie
D.B.A., Nova Southeastern University

Rossmiller, Richard
Ph.D., Wisconsin State University

Rotella, Kathleen
Ed.D., Nova Southeastern University

Roth, Steven
Ed.D., Nova Southeastern University

Roundy, Owen
Ed.D., University of Nevada

Ruffin, Derrick
Ed.D., Nova Southeastern University

Ruiz, Cesar
M.A., St. Louis University

Rumbaugh, Will
Ed.D., University of Georgia

Russell, Winsome
Ph.D., Florida State University

Russom, Ashley
M.S., University of Florida

Ryan, G Jeremiah
Ed.D., Nova Southeastern University

Saavedra, Jennifer
M.S., Nova Southeastern University

Safransky, Robert
Ph.D., Stetson University

Samiian, Barazandeh
Ed.D., University of North Florida

Samolovitch, Kay
M.Ed., University of Nevada

Santa-Cruz, Nereida
Ed.D., Nova Southeastern University

Santini, Douglas
Ed.D., Nova Southeastern University

Sargeant, John
Ed.D., Florida Atlantic University

Savinelli, Sandra
SLP.D., Nova Southeastern University

Scheppa, Virginia
M.S.SPL, Nova Southeastern University

Schiavo, Marilyn
Ed.D., Nova Southeastern University

Schmidt, Steffen
Ph.D., Columbia University

Schneider, Robert
M.A., Jacksonville University

Scott, Cecil
Ed.D., Nova Southeastern University

Scott, Tangier
Ed.D., Nova Southeastern University

Seeley, Theresa
Ed.D., Nova Southeastern University

Shames, Stefanie
Ed.D., Nova Southeastern University

Shellman, David
Ed.D., University of North Carolina

Shelton, Patricia
Ed.D., University of Central Florida

Shepherd, James
Ed.D., Memphis State University

Sico, John
Ed.D., Argosy University

Sidoran, William
Ed.D., Nova Southeastern University

Sikora-Morocco, Helaine
M.A., Hofstra University

Silvio, Jose
Ed.D., University of Paris

Simmons, Rosa
Ed.D., Nova Southeastern University

Simon, Phyllis
Ed.D., Florida Atlantic University

Sims, DeVara
M.S., Nova Southeastern University

Simunek, Linda
Ph.D., Loyola University

Skalis, Penny
M.S., Nova Southeastern University

Skinner-Edwards, Donna
Ed.D., Nova Southeastern University

Slenker, James
M.A., State University of New York

Smith, Gary
Ed.D., Nova Southeastern University

Smith, Matti
M.Ed., University of Nevada

Smith, Neraida
Ed.D., Nova Southeastern University

Smith, Regina
M.S., Nova Southeastern University

Smith-Brown, Cheryl
Ed.D., Nova Southeastern University

Snyder, Nevine
Ph.D., University of Florida

Soffian, Mark
Ed.D., Nova Southeastern University

Sommer, Elaine
Ed.D., Nova Southeastern University

Sorhaindo, Linda
Ph.D., University of Miami

Sorosky, Jeri
Ed.D., Nova Southeastern University

Soufrine, Denise
Ed.D., Nova Southeastern University

Spahn, Suzanne
M.S., Florida International University

Spence, Henry
Ed.D., Nova Southeastern University

Starke, Monica
Ed.D., Nova Southeastern University

Stepp, Cherylin
Ed.S., Nova Southeastern University

Stevenson, Jeff
Ph.D., University of Iowa

Stewart, James
Ed.D., University of Sarasota

Strickland, Holly
Ed.D., Nova Southeastern University

Stuckey, Kathryn
M.S., Nova Southeastern University

Sujansky, Robert
Ed.D., Indiana University

Sullivan, Kathleen
Ed.D., Nova Southeastern University

Sullivan, Sally
J.D., Northeastern School of Law

Teger, Nancy Lou
D.S.CIS, Nova Southeastern University

Terrel, Nancy
Ed.D., Florida Atlantic University

Tetreault, Donald
Ed.D., University of Southern California

Thornton, Nancy
Ed.D., Nova Southeastern University

Tillman, Yvonne
Ed.D., Nova Southeastern University

Toledo, Dolores
M.S., Florida International University

Tomberlin, Roger
Ed.D., Auburn University

Torbenson, Susan
Ed.D., Nova Southeastern University

Traina, Louis
Ed.D., Teachers College, Columbia University

Trapani, Michael
Ed.D., Nova Southeastern University

Travis, Donald Oneil
Ed.D., Florida Atlantic University

Travis, Mary
Ed.D., The Fielding Institute

Triplett, Felix
Ph.D., University of South Carolina

Troute, Lisa
Ed.D., Nova Southeastern University

Tsai, Chi
Ph.D., University of Kentucky

Tucker-Wicks, Phyllis
Ed.D., Nova Southeastern University

Tunon, Johanna
Ed.D., Nova Southeastern University

Tuttle, Jr., Frederick
Ph.D., Syracuse University

Udick, Lelia
Ed.D., Nova Southeastern University

Union-Van Leer, Barbara
Ed.D., Nova Southeastern University

Vaccaro, Terrence
Ph.D., University of Miami

Valdez-Diaz, Mabel
M.Ed., University of Puerto Rico

Valenzuela, Robert
Ed.S., Nova Southeastern University

Valesky, Thomas
Ed.D., Memphis State University

Valovich, Diane
Ed.D., Nova Southeastern University

Varcoe, Kenneth
Ph.D., Southern Illinois University

Verstegen, Deborah
Ph.D., University of Wisconsin

Vickers, Thomas
Ed.D., Florida Atlantic University

Victorson, David
Ph.D., University of Miami

Villa, Rene
Ed.D., Nova Southeastern University

Vines, Joe
Ph.D., University of Florida

Visser, Alida
Ph.D., University Twente, France

Vitchoff, Lorraine
Ed.D., Nova Southeastern University

Walrod, Shirley
Ph.D., Iowa State University

Ward, John
M.S., Monmouth College

Ward, Mary Ann
M.Ed., University of Nevada

Waters, Gisele
Ph.D., Auburn University

Watson, Alan
M.S., University of Guelph

Watson, Franklin
Ed.D., Nova Southeastern University

Watts, Michelle
Ph.D., University of South Florida

Watts, Tamra
M.S., Nova Southeastern University

Weil, Marion
Ed.D., Florida Atlantic University

Weiner, Wendy
Ed.D., Florida International University

Weiss, Leonard Ira
Psy.D., University of Southern Mississippi

Weissling, Kristy
SLP.D., Nova Southeastern University

Wetzler, Jeanne
M.S., Florida State University

Whatley-Thompson, Jacqueline
Ed.D., Nova Southeastern University

Wheeler, Sue
Ed.D., Nova Southeastern University

Whitesides, Cay Len
Ed.D., Nova Southeastern University

Whittaker, Douglas
Ed.D., Nova Southeastern University

Wicker, Lynn
Ed.D., Florida State University

Wickson, Beverly
Ed.D., Nova Southeastern University

Wiggin, Harold
Ed.D., Florida Atlantic University

Wilburn, James
Ed.D., North Carolina State University

Wildey, Cathern
Ed.D., Nova Southeastern University

Wilkinson, Carole
Ph.D., Nova Southeastern University

Williams, Brad
Ed.D., Nova Southeastern University

Williams, James
Ph.D., Ohio State University

Williams, Rachel
M.A., University of Central Florida

Willis, Oscar
Ed.D., University of Florida

Wilson, Nan
Ed.D., Nova Southeastern University

Wilson, Neva
Ed.D., University of Central Florida

Woika, Mary
M.Ed., Pennsylvania State University

Wolfson, Gloria
Ed.D., Nova Southeastern University

Wolfson, Rona
Ed.D., Nova Southeastern University

Woolridge, Mary
Ph.D., University of Central Florida

Worsham, Lisa
M.B.A., Nova Southeastern University

Worthham, Deborah
Ed.D., Nova Southeastern University

Wright, Tena
Ed.D., Seton Hall University

Wurth, Jacqueline
Ed.D., Argosy University

Yebba, Anthony
Ed.D., Nova Southeastern University

Yong, Yan
Ph.D., University of Illinois

Yorke, Cassandra
M.S., State University College

Ypsilanti, Chris
Ed.D., Nova Southeastern University

Zaragoza, Marilyn
Ed.D., Nova Southeastern University

Zhuang, Hangi
Ph.D., Florida Atlantic University

Zucker, Gloria
Ed.D., Nova Southeastern University

Fischler School of Education and Human Services

Student Handbook

Policies, Procedures, General Student Information

General Student Information

NSU Student Handbook
The *NSU Student Handbook* addresses general university policies for NSU students, including student life, student rights and responsibilities, university policies and procedures, and NSU resources. Students should refer to the NSU Student Handbook for information regarding University policies, procedures, and resources that are not listed in this publication including, but not limited to the following:

University Policies and Procedures

Acceptable Use of Computing Resources
Abuse/Physical Assault
Acceptance of Professional Fees
Arson
Bomb Threats
Breaking and Entering
Campus Security Report
Cellular Phone Policy
Closing Hours
Code of Student Conduct and Academic Responsibility
Consensual Relations Between Faculty Members and Students
Contracting on Behalf of the University
Disabilities
Discriminatory Conduct
Drug Policy—Zero Tolerance
Emergency Situations
Failure to Comply
False Information
Falsification of Records
Fire Safety
Fraud
Gambling
Grievance Procedures for Nonacademic Disputes
Health Policies
Hurricane Procedures

Identification Cards
Interference with University Investigations and Disciplinary Proceedings
Jurisdiction of University Policies and Procedures
Off-Campus Violations
Parking and Traffic Policies
Privacy of Records
Procedure to Inspect Records
HIPAA Statement
Public Laws
Sexual Misconduct and Harassment
Sexual Misconduct Policy
Harassment Statement
Sexual Harassment Policy
Smoking Policy
Solicitation and Posting Policy
Stalking
Student Publications
Theft or Unauthorized Possession
Title IX Compliance Policy
Travel
Trespass Policy
Unauthorized Entry
Unauthorized Possession of University Property
Vandalism
Weapons

NSU Resources and Student Life

Alumni Association
Campus Traditions
Community Service
Computing Facilities
Newspaper
Nova Singers
NSU Athletics
NSU Student Counseling
Off-Campus Housing
Office of International Students
One-Stop Shop
Pay-for-Print
Public Safety
Radio Station

Recreation and Wellness
Residential Life and Housing
Student Affairs
Student Employment
Student Financial Services and Registration
Student Medical Centers
Student Organizations
Student Union
University Registrar
University Bursar
Veterans Benefits
Veterans Affairs
Wireless Networking—NSU WINGS
Women's Resource Institute

Reservation of Power
The *Nova Southeastern University Student Handbook* is not intended to be a contract or part of a contractual agreement between NSU and the student. The *Nova Southeastern University Student Handbook* is available online at *www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf.* Changes in the content of the *Student Handbook* may be made at anytime, by the university, division, or college administration. Whenever possible, adequate notice of anticipated changes will be given to the student. This *Student Handbook* supersedes all previous handbooks, documents, and directives where they may be in conflict. The *Student Handbook* is the governing document for all program-related information. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the rules, policies, and procedures contained in it. Students are expected to be familiar and comply with all the policies and procedures contained within the *Student Handbook,* including any revisions or modifications.

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Technology Requirements

Students are expected to have continuous access to a computer and the Internet in order to take full advantage of the instructional delivery opportunities provided by our various programs. As a result of the increasing emphasis on mobility in today's technology marketplace, a laptop is strongly recommended in place of a PC.

Email Accounts

Upon admission to the University, students are required to obtain an NSU email account. Students can complete their NSU email account request online at https://www.nova.edu/sbin/account_request. A student's email name and password will allow access to NSU email, Webmail, the NSU Electronic Library, various NSU Web applications, and online WebCT courses.

Minimum Recommended Computer and Software Recommendations

Students *must* have individual and personal access to a computer with Internet connectivity for file management, email, and online course activities. High-speed Internet access is *strongly* recommended if available.

If you are purchasing a new computer, a laptop unit is recommended for maximum flexibility for today's mobile online learners.

Hardware	Software
CPU with at least 1.0 GHz	Windows XP or Windows 2000 –or– Mac OS X (for Mac based systems)
128 MB RAM	Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)
10 GB Hard Drive (40 GB recommended)	Adobe Acrobat Reader (free)
USB 1.0 Ports (2 recommended)	Internet Browser(s): Internet Explorer (free), Firefox (free)
IEEE 1394 Port(s) – "firewire"	
CD RW Drive	
DVD Drive (highly recommended)	
Monitor: 15" minimum; flat panel is nice	
Sound card (external or internal speakers)	
Microphone (external or headset combination)	
Wireless card (if using laptop)	

Each program may have additional technology and/or software requirements.

Financial Aid

Policies listed in this section apply to all FSEHS students and programs, unless otherwise stated within this text.

General Financial Aid Information

The Office of Student Financial Services and Registration administers Nova Southeastern University's financial aid programs, which include grants, loans, scholarships, and student employment. The purpose of these programs is to provide monetary assistance to qualified students to meet their educational objectives. In addition, professional financial aid counselors can help students plan the most efficient use of financial resources for their education.

Underlying the awarding of financial assistance is the philosophy that the student and his or her family have the primary responsibility for contributing, from earnings and savings, toward the student's education. Financial aid serves as a supplement to the student's contribution. Students do not have to be admitted to apply for financial aid; however, they must be fully admitted and registered in order for financial aid funds to be disbursed. Once financial aid has been approved, funds are typically posted to the student's account within one month of the term start date; if this is not the case, the student should contact the Office of Student Financial Assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Assistance at (954) 262-3380 or 800-806-3380.

Types of Aid
Financial aid consists of grants (undergraduate students only), loans, student employment, and scholarships. Students interested in an in-depth understanding of each of these aid programs should check the NSU financial aid Web site at *www.nova.edu/cwis/finaid*. The Office of Student Financial Assistance maintains a Scholarship Resource Guide. This guide may be used to locate private sources of funding. The university and public libraries, as well as commercial bookstores, also provide financial aid reference books that list private scholarships. In addition, many high-school guidance counselors and chambers of commerce are resources for scholarship information. Students with access to the Internet may also search for scholarship information using FASTWEB, located at *www.nova.edu/cwis/finaid/scholarships/index.html*.

Means of Communication
The official means of communication for financial aid students is via email. Students will receive requests for information and their award notices through NSU email and will be directed to a secure site using their NSU PIN. If the student does not have a PIN, he or she can contact the PIN Specialist by calling (954) 262-4850 (local) or 800-541-6682, ext. 4850 (toll-free), between 8:30 a.m. and 5:00 p.m. weekdays or via email at pinhelp@nsu.nova.edu. Students are encouraged to use NSU's WebSTAR at *www.webstar.nova.edu* to register for classes, display their class schedule, view any holds, display their grades and transcripts, and review financial aid requirements and awards.

The NSU Office of Student Financial Services and Registration staff is always willing to assist students in understanding the financial aid process. For more details regarding the financial aid process, types of aid, hints on completing the Free Application for Federal Student Aid (FAFSA), deadlines, and other pertinent information, students may check the NSU financial aid Web site at *www.nova.edu/cwis/finaid* or call 800-806-3680.

Applying for Financial Aid

All students interested in receiving federal student aid must complete and submit the Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Program. In addition to the FAFSA, students seeking a first bachelor's degree and Florida Bright Futures students, who are interested in receiving state funds, must complete the NSU *State Aid Application* and submit it to the Office of Student Financial Assistance by the priority deadline of **August 21, 2006** (fall term), or **January 3, 2007** (students starting in Winter Term 2006-2007). This is required in order to receive the Florida Resident Access Grant (FRAG), Florida Bright Futures Scholarship, and Florida Student Assistance Grant (FSAG). **Exception**: Students who received a FRAG, FSAG, and/or Florida Bright Futures Scholarship in 2005-2006 at NSU and did not have a break in enrollment for more than 12 months **do not** have to complete the NSU *State Aid Application* for 2006-2007. Undergraduate students (or parents of dependent students), who have been Florida residents for at least 12 months prior to the first day of class and are full-time students (at least 12 credits), may be eligible for the FRAG and the FSAG. The NSU *State Aid Application* may be accessed on the NSU financial aid Web site at *www.nova.edu/cwis/finaid* under "Forms."

The earlier students apply for financial aid, the better their chances of receiving maximum funds. Financial aid applications are accepted throughout the year, but it is important to note the priority deadline dates for some of the aid funds, as stated on the NSU financial aid Web site. Applications for aid received by the Office of Student Financial Assistance by **April 15** of the academic year will be given priority consideration for the upcoming academic year. Applications received after that date will be considered on a funds-available basis only. It is important to review the deadlines provided in order to meet the prescribed federal, state, and institutional time restraints. This includes deadlines for the FSAG and the FRAG for undergraduate students.

Students do not have to be admitted to apply for financial aid. However, students must be fully admitted, registered, and meet all eligibility criteria in order for financial aid funds to be disbursed. **Students must reapply for financial aid each year, beginning in January, for the following academic year.**

It is recommended that students apply for the FAFSA on the Web at *www.fafsa.ed.gov*. This reduces the chance of errors due to built-in edits, and the processing time for receipt of the *Student Aid Report (SAR) Acknowledgement Form* is reduced to one or two weeks, compared to three or four weeks for the paper FAFSA. Students (and parents of dependent students)

should request a Department of Education Personal Identification Number (PIN) at *www.pin.ed.gov*, if they do not already have one, as the PIN eliminates the need for a signature page. Students who include an email address on the FAFSA will receive a response forwarded to the email address through a secure format almost immediately. Students may also apply on paper. Forms are available by contacting the NSU Office of Student Financial Assistance.

It is very important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year and are available each January for the following academic year. The deadline for receipt of the FAFSA by the Central Processor is July 2, 2007 for the 2006–2007 academic year. There is no exception to the deadline. However, to assure that financial aid is processed on time, it is recommended that students send the FAFSA at least two weeks prior to the deadline.

General Eligibility Criteria

Students applying for most financial aid programs must meet the following requirements:

- Be a U.S. citizen, national resident, or permanent resident
- Be enrolled and fully admitted (i.e., all admissions requirements/documents have been satisfied) as a regular student working towards a degree or certificate in an eligible program at NSU
- Have a valid Social Security number
- Make satisfactory academic progress toward a degree
- Establish financial need
- Register for Selective Service, if required
- Sign a statement on the FAFSA certifying they will use federal student aid only for educational purposes
- Not be in default on a federal student loan or owe a repayment on a federal student grant
- Not be convicted of an illegal drug offense

Non-degree-Seeking Students

Students whose programs do not culminate in a degree are not eligible for financial aid. Students taking programs leading to certification, but not a master's or educational specialist degree, are included in this category. Also ineligible for financial aid are students taking coursework for the ESOL endorsement and students in the Modified Core Certification Program in Educational Leadership.

Satisfactory Academic Progress and Financial Aid

Federal regulations require that institutions develop and apply a consistent and reasonable standard for academic progress. In order to remain eligible for financial aid, students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University. The Office of Student Financial Services and Registration has established written policies and procedures for measuring academic progress for students receiving financial aid under student financial aid programs. This policy takes precedence over any and all academic requirements as defined in each academic program's bulletin.

Measures for Satisfactory Academic Progress

In order to continue to receive financial aid, students must meet satisfactory academic progress. The information listed below is a brief overview. Please check the NSU financial aid Web site at *www.nova.edu/cwis/finaid* for more details.

Graduate Programs

Qualitative Measure: Students must earn the following cumulative grade point average after completion of each credit increment:

    1 to 12 credits: minimum GPA = 2.7   13+ credits: minimum GPA = 3.0

Quantitative Measure: Full-time students must complete 12 new credits each academic year. Less than full-time students must complete 70% of the credits attempted.

Students enrolled in the Graduate Teacher Education Program (GTEP) are considered to be full-time when registered for a minimum of six semester hours per term (three semester hours per session), and part-time if registered for three credits per term. Students registered for the practicum (six semester hours) are considered full-time for one academic year from the beginning of the session during which their registration was received, and part-time thereafter. Students registered for the supervised teaching internship (nine semester hours), administrative internship, or Teacher Leadership Institute (18 weeks) are considered full-time.

Undergraduate Programs

All undergraduate students must meet the following minimum satisfactory academic progress requirements.

Qualitative Measure: Students must earn the following cumulative grade point average after completion of each increment:

    1 to 29 credits: minimum GPA = 1.7   30 to 59 credits: minimum GPA = 1.85   60+ credits: minimum GPA = 2.0

Quantitative Measure: Students can only receive financial aid for up to 150% of the published length of their program. In addition, full-time students must complete 20 new credits each academic year. Less than full-time students must complete 70% of the credit hours attempted.

Veterans Benefits

Standards of Progress
A student receiving veterans benefits must maintain satisfactory progress. Students will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain, and maintain,satisfactory progress by the end of the probationary period (one evaluation period), the student's Veterans Affairs (VA) educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. To initiate the petition process, students should contact the Office of Student Financial Assistance VA Benefits representative at 800-986-3380. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an "I" (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the academic dean for that program.

Grade/Progress Reports
Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester). A copy of each report will be placed in the student's permanent file maintained by the school. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Student Conduct
All VA students are expected to comply with the legal and ethical standards of this institution.

Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process. Students should refer to the Appeal and Grievance Procedures listed in the FSEHS Catalog and Student Handbook.

Institutional Scholarships

Please see the Financial Aid Web Site (*http://www.nova.edu/cwis/finaid/index.html*) for information regarding scholarship availability, deadlines, award amounts, and additional requirements.

Deaver Foundation Scholarship/Common Knowledge
Requirements: Undergraduate, Master's, and Educational Specialist degree students. Classes/Students can log on to the website and compete for a full scholarship award for their teacher and/or other scholarships available on this Web site. The top total scores in the Common Knowledge competitions are selected for an award.

Florida Fund for Minority Teachers
Requirements: The Florida Fund for Minority Teachers scholarship awards tuition money to undergraduate education minority students who have been accepted and properly matriculated into a Florida state-approved education program. Applicants must be a resident of the State of Florida, a member of one of the following racial groups: African American/Black, Hispanic/Latino, Asian American/Pacific Islander, or American Indian/Alaskan Native, newly admitted into a teacher education program at any of FFMT's participating universities/colleges, be a junior and have not earned a baccalaureate degree in education, have earned 60 credit hours or an AA degree, and have not exceeded 18 hours of upper division undergraduate education courses at the time of application (includes current semester enrollment).

Fischler Doctoral Fellowship Program
Requirements: Applicants for admission or currently enrolled students in one of the doctoral studies programs. Applicants must be available for full-time employment at NSU's North Miami Beach campus for one year. Complete the online application by September 1st for the following year's start date.

Hispanic Heritage Scholarship Award
Requirements: Undergraduate student majoring in Education, and entering junior students who have completed 60 credits and have been admitted into the Fischler School of Education and Human Services of Nova Southeastern University. Eligible applicants must be of Hispanic heritage, which is defined as having at least one parent of Hispanic ancestry, be fluent in Spanish, meet the Financial Aid Index, have a minimum GPA of 3.0 on a 4.0 scale and maintain a minimum GPA of 3.0 during the course of study, be willing to accept the scholarship at the Award ceremony, and be a U.S. citizen.

Jewish Educators Scholarship Fund
Requirements: Current doctoral studies students working in the career field of Jewish Education.

Joseph Gonzalez Memorial Scholarship
Requirements: Speech-Language and Communication Disorders students enrolled for online study.

Kappa Delta Pi—International Honor Society Scholarships
Requirements: Available for undergraduate and graduate students who are members in good standing with Kappa Delta Pi. Students must meet all University chapter requirements and must participate in numerous chapter and community-related events.

NAESP Fellow Scholarship for EDL and DOL
Requirements: Candidate is selected from among the previous year's recipients of the National Distinguished Principals (NDP). NDPs will receive applications from NSU. Candidates must have been active principals for at least five years, and will continue as principals through the award year.

National Alliance of Black Educators Scholarship
Requirements: Applicants must be enrolled in any of the Fischler School of Education and Human Services' doctoral programs for at least one year and hold membership in NABSE. Students must be in good academic standing at NSU and apply during their first year in a doctoral program. Submit application, resume, and proof of current NABSE membership.

National Board Scholarship
Requirements: National Board Certified Teachers studying at Master's and Doctoral levels. Students will need to submit a copy of their NBCT letter.

Nicole Weiser Scholarships
Requirements: For Speech-Language and Communication Disorders Programs. For Master students who work as a school-based clinician with one year of working experience. Also for new students or second year master students who demonstrate academic excellence, motivation, leadership and personal achievement. Students are required to also submit letters of recommendation and an essay. The awards go to the students that best exemplify the highest standard of academic excellence, clinical skill development, and service to our program.

PEP-C Grant (Post-secondary Educational Planning Commission of the State of Florida)
Requirements: The grants are for master's students enrolled in the speech-language pathology program. Applications for these grants are available at the time of registration.

Principal of the Year Scholarship
Requirements: Students who are school district winners of Principal of the Year awards are eligible. Students must submit copies of their district's notification letter and/or certificate.

Teacher of the Year Scholarship—GTEP
Requirements: Students who are school district winners of Teacher of the Year awards are eligible. Students must submit copies of their district's notification letter and/or certificate.

Financial Policies and Information

Books—Estimated Cost for Books

Following is a list of estimated per year cost for books for each program. These figures represent a rough estimate and are not guaranteed.

Associate of Arts in Early Childhood Education	$800	Master of Science in Education (GTEP & NGTE)	$1250
BrainSMART (M.S. and Ed.S.)	$500	Master of Science in ITDE	$900
Bachelor of Science*		M.S. in Human Services (LSCA)	$500
Off Campus and Online	$1250	M.S. in Speech-Language Pathology	$700
Doctor of Education	$1500	Skylight (M.A. in Teaching and Learning)	$500
(including CYS, DEDL, DHEL, DOL, ITDE)		Substance Abuse Counseling and Education	$500
Doctorate in Speech-Language Pathology	$700		
Educational Specialist (GTEP & NGTE)	$1250		

Continuing Dissertation Services Fees (FSEHS Policy 1.1.2)

The doctoral program is designed to be completed within three years of consecutive enrollment. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved.

- Continuing dissertation fees will not be applied during the first thirty-six (36) months of the program, irrespective of enrollment.
- For those students who complete all of their doctoral coursework during the first twenty-four (24) months of the program, continuing dissertation services begin at the 25th month, at which time students will automatically be placed in ADS 8090-Applied Dissertation Services I, per term, for a period of up to one year, at no charge.
- A continuing dissertation services fee will be applied at the beginning of the 37th month from the initial term of enrollment.
- Students will be charged a flat tuition rate of three credits (billable hours only) for each subsequent term of enrollment.
- After the 36th month, students are responsible for registering for ADS 8091, Applied Dissertation Services II, per term, to be eligible for services.

Students must complete all program requirements, including coursework and the applied dissertation within five (5) years of their start date. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. It is the responsibility of the student to request a one-year continuing dissertation services extension. Requests for a one-year extension must be made through the Office of Enrollment Services a minimum of one month before the end of the fifth year. See FSEHS Policy 1.02 – Doctoral Program Completion Timeline (*http://www.schoolofed.nova.edu/oic/policy1-02.pdf*) for additional details.

PLEASE NOTE: An additional one-year continuing dissertation services extension may be granted in extraordinary circumstances, if approved by the Executive Dean who oversees the Office of Enrollment Services. It is the responsibility of the student to request the additional extension and provide evidence of extraordinary need a minimum of one month before the end of the sixth year.

Fees

Application Fee
Application for Admission to the university must be accompanied by a $50 non-refundable application fee.

Graduation Fee
An Application for Degree should be submitted no later than the last term in which the student will complete his/her program. The application must be submitted with a $75 application for degree fee (this fee is non-refundable). Graduation regalia can be purchased through the NSU Bookstore at an additional charge.

Late Payment Fee
If a student has a balance at 30 days after the start of the term, a hold and a $50 late payment fee will be placed on the account. If a balance exists after 90 days, the account will be placed in collections. Any further registrations received for an account with a hold will not be processed.

Late Registration Fee

Continuing students who register for classes after the registration deadline will be required to pay a $100 late registration fee. Students should refer to the program schedule, posted on the respective Web site, regarding registration dates and deadlines.

Registration Fee

Students will pay a $30 registration fee per transaction. This fee is non-refundable if a student withdraws on or after the first day of the term.

Speech-Language Program Fees

Students in the master's program in Speech-Language Pathology will be charged a $200 lab fee for the following clinical courses: SLP 6005, 6015, SLP 6101, SLP 6102, SLP 6110, SLP 6120 and SLP 6130. This fee is non-refundable if a student withdraws on or after the first day of the term.

Students participating in clinical experiences outside of Dade, Broward, and Palm Beach counties will be charged an additional fee for a faculty member's visit to the site. For students within the state of Florida, a $400 fee will be charged for SLP 6101, SLP 6110, 6120 (or SLP 6130), and a $750 fee will be charged for students participating in SLP 6101, SLP 6110, 6120 (or SLP 6130) outside the state of Florida. This fee is non-refundable if a student withdraws on or after the first day of the term.

University Student Services Fee

A $125 fee will be charged for students registering for 3 credits or less in a given term. A $250 fee will be charged for students registering for more than 3 credits per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

Payment Options

Check Payments

The NSU Bursar's Office mails billing statements on the 15th of each month. If you choose to mail your tuition and fees prior to receiving your statement, check the NSU Web site at *www.nova.edu/cwis/finaid/* or call (954) 262-5200 or 800-522-3243 to inquire about your balance. Otherwise, when you receive your statement, mail your payment, along with the remittance stub, directly to:

> Nova Southeastern University
> Bursar's Office
> 3301 College Avenue
> Fort Lauderdale, Florida 33314-7796

Credit Card Payments

Tuition and fees may also be paid by credit card (American Express, Discover Card, MasterCard, or Visa). Download the NSU Credit Card Form at: *www.nova.edu/cwis/bursar/studentacts.html#registration*. Mail the completed form to the NSU Bursar's Office at the above address, or fax it to the Bursar's Office at (954) 262-5203.

Students may also use their credit cards to make payments online by following the steps outlined below.

1. Log on to WebSTAR's homepage at *http://webstar.nova.edu/* or use the links provided on NSU's Web site.

2. Select the "Enter Secure Area" option and use your NSU student ID and PIN number to log on.

3. Select the "Student Services & Financial Aid" option.

4. Select the "Student Records" option.

5. Select the "Account Summary by Term" or "Account Summary" option.

6. Select the "Credit Card Payment" option located at the bottom of the screen and follow the prompts as directed.

Note: Whether you use a personal check or credit card, be sure to include your full name and NSU student ID number so that your payment can be correctly credited to your student account.

Revoked Payments

A processing fee will be assessed for any check returned to the NSU Bursar's Office for nonpayment. When checks are returned for nonpayment or credit card payments are declined, the corresponding fees/dues will be charged against the student's account.

Tuition Refund Policy (FSEHS Policy 1.1.1)

A student who cancels his/her registration before the first class meeting/session is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first class meeting will receive a prorated tuition refund. The prorated tuition refund will be based on the number of class meetings/sessions held during the term as of the date of receipt of a completed Student Transaction Form.

A student who drops a course after the first class meeting must:
1. Notify the Office on Enrollment Services Registration department of the intent to drop a course.
2. Complete a Student Transaction Form (STF) to drop or withdraw and return the completed form to a Student Educational Center OR mail or fax the completed form to:
   Nova Southeastern University
   Fischler School of Education & Human Services
   Office of Enrollment Services
   ATTN: Registration Department
   1750 NE 167th Street
   North Miami Beach, FL 33162
   Fax (954) 262-2336

A student may not withdraw from a class on or after the last class meeting. Students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Enrollment Services has received written notification of the drop/withdrawal request.

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Undergraduate Teacher Education Program (B.S.)
Students will follow this policy based on an 8 and 16 week schedule:

AA students taking Farquhar College of Arts and Sciences Courses will follow this policy based on an 8 and 16 week schedule

100% Refund	Drops prior to first day of term in which the class begins
75% Refund	Drops during the first seven days of term
50% Refund	Drops during the eighth through fourteenth days of term
No Refund	Withdrawals after the fourteenth day of term

AA students taking FSEHS courses will follow the schedule below.

FSEHS Refund Amounts based on a 16-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 6th week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 8th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 9th week of the class meeting.

FSEHS Refund Amounts based on a 10-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 6th week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 8th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 9th week of the class meeting.

FSEHS Refund Amounts based on a 8-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 3rd week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 4th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 6th week of the class meeting.

FSEHS/NSU Resources

Administration/Faculty Office Hours

FSEHS administrators and faculty are available via email or by appointment from 9:00 am to 5:00 pm EST, Monday through Friday, excluding University-recognized holidays.

Bookstore

The NSU Bookstore is located in the University Park Plaza. The bookstore is open Monday–Friday, 8:30 a.m. to 6:15 p.m., and Saturday, 10:00 a.m. to 1:30 p.m. Call for information regarding extended hours at the beginning of the semester. The bookstore carries the required and recommended textbooks for classes. The bookstore also carries school supplies and a wide variety of school spirit merchandise. Customers may also special order any book in print at no additional cost. Students at off-campus locations may order textbooks via the Web (*www.nsubooks.bkstore.com*), by phone, or by fax. The course number and section must be indicated when books are ordered. Books are shipped via UPS, usually within 24 hours.

The NSU Bookstore contact information is below:
NSU Bookstore
3562 South University Drive
University Park Plaza
Fort Lauderdale-Davie, Florida 33328
Telephone: (954) 262-4750 or 800-509-BOOK
Fax: (954) 262-4753
Web site: www.nsubooks.bkstore.com

Refund Policy—Textbooks
- full refund, if returned within the first week of class, with receipt, in your original form of payment

Career Services

Career Services is available to assist students and alumni in all aspects of career decision making and planning and in the job-search process. The purpose is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans. Through consulting and career-related resources, the center strives to educate students and alumni by teaching them how to

- develop a career life plan, from choosing a major to conducting a job search
- explore career and/or graduate/professional school opportunities
- secure employment

Career Services encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future. For further information, please contact Career Services at (954) 262-7201.

Computing Facilities/Campus and Student Educational Centers

The Office of Information Technologies' Technology Facilities unit maintains various MicroLabs on campus and at the Student Educational Centers and sites in Miami, West Palm Beach, Orlando, Tampa, and Jacksonville, Florida; Las Vegas, Nevada; and Kingston, Jamaica. The MicroLabs are staffed with full- and part-time personnel who assist students and faculty and staff members in the use of emerging technologies.

In addition to courses and workshops, the MicroLab maintains an open lab schedule available to all students at every MicroLab. Tutorials, where students can receive help with particular software applications, are held every Friday from 4:00 p.m. to 5:00 p.m. at the Alvin Sherman Library, Research, and Information Technology Center MicroLabs.

NSU's MicroLabs contain a wide variety of computer equipment for student use. The systems provide students with more than enough computing power to complete assignments. Every MicroLab is connected to the university's online computer network, providing access to the Campus Wide Information System (CWIS), the Electronic Library, and the World Wide Web.

The MicroLab also provides students and faculty and staff members with access to equipment such as scanners, printers, zip drives, CD-ROM burners, digital cameras, and other new technologies. MicroLabs are also equipped with pay-for-print stations that are accessed via student identification cards.

For further information, please contact the MicroLab at (954) 262-4533 or visit the Web site at *http://microweb.nova.edu*.

Enrollment Services

It is strongly recommended that all students entering a program, changing specializations/concentrations, requesting transfer of credits, or attempting to meet specific renewal or certification requirements call to schedule an appointment with or send an email to an Enrollment Services Representative, before registering for classes. Enrollment Services Representatives are available for scheduled appointments, walk-ins, or by phone (see schedule and contact information below).

Enrollment Services Hours

A.A., B.S., M.A., M.S., and Ed.S. programs
8:30 a.m. – 6:00 p.m. E.S.T., Monday–Friday
8:30 a.m. – 2:00 p.m. E.S.T., Saturday

Doctoral programs
8:30 a.m. – 5:00 p.m. E.S.T., Monday-Friday

Phone: 800-986-3223, ext. 8500
Email: oladvise@nova.edu
Web site: *www.schoolofed.nova.edu/sso*

Libraries

The Alvin Sherman Library, Research, and Information Technology Center, which is a joint-use facility with the Broward County Board of County Commissioners, opened in October 2001. This library has five floors, 325,000 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes (books, journals, and periodicals), and a centralized circulation area. It is the largest library building in Florida. A multistory parking garage with more than 1,500 spaces is near the library.

The university library system is composed of the Alvin Sherman Library, East Campus Branch Library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all NSU libraries are accessible via computers to local and distance education students and faculty members, wherever they may be located. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members. For further information on the campus libraries, please visit the library's Web site at *www.nova.edu/library*.

Library at FSEHS (North Miami Beach Campus)

In addition to the Alvin Sherman Library, Research, and Information Technology Center located at NSU's Main Campus, the Fischler School of Education and Human Services provides students with access to a limited collection library located at the North Miami Beach campus. This branch library serves faculty , staff members, and students with reference service, library instruction, document delivery, and online service. Several computer stations are dedicated to students' research and assignments. For more information about the services at this location, call (954) 262-8423, or go to *www.nova.edu/library/about/otherlibs/nmb.html*.

North Miami Beach Library Hours

Days	Library Hours*	Librarian Available
Monday - Thursday	8:30 am - 6:00 pm	10:00 am - 6:00 pm**
Friday	10:00 am - 6:00 pm	10:00 am - 6:00 pm**
Saturday & Sunday	Closed	By appointment only

* Please note that hours may vary.
** Due to librarian's travel schedule, it is best to call for an appointment.

Lost and Found

Lost and found items are turned over to campus security. If you have lost an item, please check with a Public Safety Officer. You will be required to describe the lost item and verify ownership of that item.

Message Center

When visiting the North Miami Beach campus, you will notice University messages posted at various message boards located throughout the campus and in elevators.

Student Organizations

In addition to the NSU organizations listed in the *NSU Student Handbook*, the following organizations are open to students of the Fischler School of Education and Human Services.

Future Educators of America (undergraduate education)

Kappa Delta Phi (undergraduate)

Phi Gamma Sigma (doctoral alumni professional society)

National Student Speech-Language-Hearing Association

Technical Help

NSU's Office of Information Technologies Online Computing Help Desk provides telephone and email support to NSU students, faculty, and staff. Support services include assistance with connecting to NSU's online computing systems; navigating through WebCT systems; resolving Personal Identification Number (PIN) issues; supporting wireless computing on campus; and configuring various software programs such as Microsoft Outlook, Netscape Navigator, and Internet Explorer. Contact the Help Desk at (954) 262-4357 (800-541-6682 ext. 4357) or help@nsu.nova.edu.

FSEHS Policies and Procedures

Academic Probation/Academic Progress—Undergraduate Students

Academic Warning: Students whose cumulative GPA falls below 2.0.

Academic Probation: Students who have completed at least 12 credits for which they have received grades of A through F and who fall below the minimum GPA (see "Minimum Requirements (GPA)").

Continued Probation: Students who, in successive semesters of enrollment after being placed on academic probation, earn a minimally acceptable GPA but whose cumulative GPA for all semesters falls below the minimum grade point average requirement.

Off Probation: Students who achieve the minimum cumulative GPA.

Suspension: Students on academic probation or continued probation who fail to earn a minimally acceptable GPA in the next semester of enrollment. Length of suspension is two semesters. Students must appeal for readmission at least one month before the requested date of readmittance (see "Notification and Appeals"). Students who are permitted to reenroll after serving suspension are readmitted under continuing probation. While serving on suspension, students may not make progress in their NSU degree programs. Credits earned at other institutions during suspension will not be transferred to NSU.

Dismissal Following Suspension: Students who were previously suspended and readmitted will be dismissed if they fail to meet a minimally acceptable GPA (see "Minimum Requirements"). Students in this category may not reapply for admission.

Notification and Appeals: A student placed on suspension or dismissed will be sent a letter to his/her mailing address. The student will have until the deadline specified in the dismissal or suspension letter to appeal to the Academic Progress Committee. The committee includes faculty members from each academic division, a representative Enrollment Services Representative, and a representative from the Office of Academic Services. The committee reviews appeals for suspension and dismissal. Notification of decisions will be sent to the address given in the appeal letter. For more information, the student may contact an Enrollment Services Representative or the assistant director for student services in the Office of the Dean of the Farquhar College of Arts and Sciences.

Academic Probation—Speech-Language Pathology Students

Students enrolled in the M.S. in Speech-Language Pathology program will be placed on academic probation under the following circumstances:

- A second grade of C is earned in any academic course
- A grade of F is earned in any academic course
- A grade of C or F is earned in any clinical course
- GPA falls below 3.0

Academic Probation—All Other Graduate Students

- Students must maintain minimum academic requirements for retention in FSEHS (3.0 cumulative GPA).
- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students have one term (defined as one [1] 16-week session or two [2] consecutive eight [8] week sessions) in which to clear probation.
- Students who fail to clear probation are subject to dismissal. Notification of dismissal may occur during the succeeding term of registration, whereby students may be administratively withdrawn from courses in progress.

Academic Progress

Academic progress is defined as progression from one academic term/semester to the next. A student must satisfactorily complete all courses and/or benchmarks required in the preceding academic term/semester in order to progress to the next academic term/semester, and be considered to have made satisfactory academic progress.

Academic Standing

Students are considered to be in good academic standing if they have successfully completed all courses attempted. This implies that all failures in previous courses have been successfully remediated, all incomplete coursework has been satisfactorily completed, and that the student is not currently on academic or behavioral probation, suspension, or dismissal.

Address and Name Changes

NSU maintains student contact information through the Student Information System (*www.webstar.nova.edu*), including current mailing address and telephone number. Students should update their records in WebSTAR and notify their academic division if there is a change in their name and/or contact information.

Americans with Disabilities Act (ADA)

(*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 FSE Office of Student Judicial Affairs at (954) 262-8617 or 800-986-3223, ext. 8617, or via e-mail at 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 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.

Attendance Policy

Each course professor/instructor will advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests can be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear on the first scheduled day of class.

Cancellation of Courses

The university reserves the right to cancel any course or section. If a course section is canceled and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course. If the student registered for only one course, the registration fee and student services fee will also be refunded.

Dismissal

FSEHS reserves the right to dismiss students who do not meet the minimum academic requirements. Students who are dismissed have the option to appeal the dismissal (see Appeals process).

Dress Code

Programs in Speech-Language and Communication Disorders (Clinical)
Students must be professionally and appropriately dressed when in clinical assignments. Women should wear skirts, pants, dresses, or nice slacks. It is not appropriate to wear tank tops, leggings, jeans or jean-like pants. Casual dress is not acceptable. Men should wear shirts and ties (if appropriate for the clinical assignment) and nice slacks. Piercings around the mouth and/or inappropriate tattoos are not permitted. If poor judgment is exercised in the manner of dress or grooming, the student will be asked to leave the clinic by his/her supervisor until such time that the situation has been remedied. Students assigned to the TLC (or a similar program for individuals with extensive need for assistance) should wear clothes that will allow for optimal interaction with the patient group served. Students should always check with their supervisors in advance for specific dress code requirements.

Clinical Experiences/Internships/Externships
All interns and clinical experience students are expected to abide by the dress code that is in place at the school/school district at which they are situated. Interns and clinical experience students must dress professionally and appropriately for the school setting and/or specific activity. Clothing that is in any way controversial, provocative, and/or revealing may not be worn. Students are expected to follow good grooming habits and long hair should be worn in a manner where it will not impede the students' view of the intern's face and mouth. Facial piercings (nose, tongue, eyebrow) and/or the exhibition of inappropriate tattoos is not permitted. If poor judgment is exercised in the manner of dress or grooming, the student may be asked to leave campus by the school administrator/cooperating teacher/school supervisor until such time that the situation has been remedied.

Form and Style Guidelines for Student Writing

The current edition of *The Publication Manual of the American Psychological Association* is the official style guide used for all written works at the Fischler School of Education and Human Services. All students must adhere to the form and style requirements outlined by the APA style guide and the Fischler Standard Format document (available online at *www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf*) for all written assignments.

FSEHS Grading Scale

Letter Grade	Percentage Points	GPA Equivalent
Doctoral Programs		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
Master's and Ed.S. Programs		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Below 70	0.0
Undergraduate Programs		
A	94–100	4.0
A-	90–93	3.7
B+	87–89	3.3
B	84–86	3.0
B-	80–83	2.7
C+	77–79	2.3
C	74–76	2.0
C-	70–73	1.7
D+	67–69	1.3
D	60–66	1.0
F	Below 60	0.0

Additional Grading Codes:
AU   Audit (limited availability)
CL   CLEP (Undergraduate Only)
EQ   Credit awarded based on prior experience (limited availability)
I   Incomplete
NG   No Grade
PR   Progress
W   Withdrawn without Penalty
WF   Withdrawal Failing

All applied dissertation benchmarks (concept paper, proposal and final report) will be graded Pass (P)/No Pass (NP).

Grades of Incomplete

Grades of Incomplete (I) may be issued because of unexpected personal or professional emergencies, and must be made up within one term of the final class meeting of the course, or sooner, as stipulated by the instructor. An Incomplete (I) is granted only after the submission of an Incomplete Grade Form contract between the student and the course instructor. Grades of Incomplete (I) which are not resolved within one term will be automatically changed to an F. Students must be in good academic standing at the time of the request.

Graduation Requirements

Undergraduate Students

All degree-seeking students must be matriculated and complete the minimum credits, as designated by their chosen major. The following conditions are also required:

- Completion of General Education Program requirements
- Completion of major requirements, specializations, concentrations, and electives as specified
- Development and completion of a portfolio
- Attainment of a 2.5 cumulative grade point average.
- Attainment of a 2.25 grade point average in minors (2.5 for education minor), if selected or required by program
- Completion, at NSU, of no less than 30 credits in the major (not including CLEP, proficiency examinations, or prior experiential learning credits)
- Completion of at least 30 percent of the credits in the major area and minor at NSU (not including CLEP, proficiency examinations, or prior experiential learning credits)
- Successful passing scores for the General Knowledge Test and Florida Teacher Certification Exam (Professional and Subject Area)
- Submission of a degree application form and payment of the diploma fee before completing registration for the last semester
- Fulfillment of all obligations to the library, the student's program, and the Bursar's Office.

SLP Students

Students enrolled in the M.S. Speech-Language Pathology program must meet the following graduation requirements:

- Successful completion of 52 credits, including 5 credits of clinical labs and externships
- Completion of all academic and clinical requirements set forth by the American Speech-Language-Hearing Assn.
- Completion of Capstone Review Course, including passing grade on Capstone Examination
- Completion of the Praxis examination in Speech-Language Pathology
- Passing grade on Student Portfolio
- Fulfillment of all financial obligations to the library, program and bursar's office

M.S. and Ed.S. Students (non-SLP)
Students enrolled in FSEHS M.S. or Ed.S. programs must meet the following graduation requirements:
- Successfully complete all academic coursework and benchmarks
- Fulfill all tuition, fees, and any other charges relative to degree program

Students enrolled in the GTEP Educational Leadership or Teacher Preparation programs must meet the following additional graduation requirements:

Florida program
- ICP students must have passing scores on all sections of FTCE (General Knowledge, Professional, and Subject Area exams).
- Students that have a current or temporary teaching certificate and who want to add a new certification area in an approved program, must submit:
  - Passing FTCE scores to include General Knowledge Test (GKT), Subject Area Exam (SAE) and Professional Education Exam (PED). Subject area exam must be in area that relates to their MS degree completed at NSU.
  - Professional Preparation courses as determined by the Florida DOE.
  - 3 years teaching experience or teaching internship in current certificate subject area.
- Educational Leadership applicants for graduation must have passing scores on all sections of the FELE
- All MS and EdS students must have a minimum 3.0 cumulative GPA.
- Students holding a current professional teaching certificate who want to add a new certification area in an approved program must submit Subject Area Exam scores in the area that corresponds to the master's degree completed at NSU and show proof of having successfully completed a student teaching internship.

Nevada Program
- ICP applicants must have passing scores on the Praxis II.
- Currently licensed students must have passing scores on the Praxis II.

Ed.D. Students
Students enrolled in any FSEHS doctoral program must fulfill the following graduation requirements:
- attend Doctoral Studies Orientation at NSU, prior to beginning doctoral coursework
- attend summer conference during first year of enrollment in the doctoral program
- successfully complete all academic coursework
- successfully complete the applied dissertation concept paper (2 credits), an applied dissertation proposal (5 credits), the applied dissertation report (5 credits)
- be current in all tuition, fees, and miscellaneous charges (including books)

International Students

Nova Southeastern University is authorized to accept international students for admission to all degree programs. An international student is an individual who has a residence in a country other than the United States to which he or she plans to return, and who has come to the United States temporarily and solely for the purpose of attending an academic institution.

All prospective international students must follow these steps in order to receive an I-20AB Form Certificate of Eligibility.

- You must apply and be accepted to an academic program (see eligibility criteria for your specific program).
- You must provide proof of English language competency (a TOEFL Score of 213 on the computer-based test or 550 on the paper-based test, or completion of an undergraduate degree at an approved U.S. institution of higher education).
- You must provide a statement of financial capability (a bank statement with funds available to cover the cost of one year's tuition and living expenses).
- If you attended a U.S academic institution and had a previous F-1 visa, you must request a transfer form from the International Student Office and also provide the old I-20.
- In order to be considered an international student in good standing and maintain your status, you must pursue a course of study as a full-time student (as defined by your program) at the one of NSU's campus locations located in Miami-Dade County, Broward County, or Palm Beach County, Florida.

Plagiarism Policy

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 (see below). 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).

If the faculty or administration determines that plagiarism has occurred, the following disciplinary action will ensue:

Initial Occurrence: Failing grade ("F") for the course.

Any Subsequent Occurrence: Immediate dismissal; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Any Occurrence of Plagiarism on a Practicum or Applied Dissertation (concept paper, proposal, final report): Immediate dismissal; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be randomly checked for plagiarism.

Professional Probation

Students enrolled in the SLP program will be placed on professional probation under the following circumstances:

- The student behaves in an unprofessional manner while enrolled in the program, as defined by NSU, or the code of ethics of the American Speech-Language-Hearing Association
- The student engages in any illegal activities while enrolled in the program
- The student earns a second "student warning" for unprofessional conduct

Program Completion Timeline

Doctoral Program Completion Timeline (FSEHS Policy 1.02)

The Doctor of Education (Ed.D.) program is designed to be completed within three years of consecutive enrollment*. During the first two years, students ideally complete all required courses and have an approved applied dissertation proposal. During the third year, completion of the applied dissertation is achieved. All degree requirements must be completed within five years from the initial term of enrollment. Students who are unable to complete all degree requirements within five years from the initial term of enrollment will be subject to dismissal from the program at the Fischler School of Education and Human Services unless a continuing services extension is requested and approved.

Students who are unable to complete all degree requirements within five years from the initial term of enrollment due to extenuating circumstances may request a one-year continuing services extension. At the end of five years, students who have not yet completed the applied dissertation may be granted a continuing dissertation services extension for one year, provided the student's proposal for their applied research has been approved. Requests for a one-year continuing services extension are submitted through the Office of Enrollment Services by utilizing the Student Online Support (SOS) link, available on the Fischler School of Education and Human Services web page at *http://www.fgsnet.nova.edu/sswr/*.

An additional and final one-year continuing services extension may be granted if approved by the Executive Dean who oversees the Office of Enrollment Services based on the following:

(a) documentation of extenuating circumstances,
(b) consideration of the time needed to complete any remaining degree requirements within a seven year timeframe from the initial term of enrollment.

No further continuing services extensions are available beyond the end of the seventh year from the initial term of enrollment. Students who are unable to complete all degree requirements within the established timeframes will be subject to dismissal from the program.

See FSEHS Policy 1.1.2 – Continuing Dissertation Services Fees *(http://www.schoolofed.nova.edu/oic/policy1-1-2.pdf)* for additional details.

M.S. and Ed.S. Program Completion Timeline

M.S. and Ed.S. students have five years in which to complete all degree or program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were completed, either as a nondegree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame will be subject to dismissal.

A student who is unable to complete all degree or program requirements within the established time frame may request a one-time, one-year extension, based on extenuating circumstances, by submitting a written request to the Office of Enrollment Services prior to the end of the sixth (6th) year from the date of initial enrollment. Extension requests received after the end of the sixth (6th) year from the date of initial enrollment will not be granted, irrespective of any extenuating circumstances. Requests for extensions are reviewed on a monthly basis and must be accompanied by documentation of any extenuating circumstances that may have occurred. A student must be in good financial standing to be eligible for an extension. A student who is not in good financial and academic standing, or who has previously been dismissed due to academic difficulty, is ineligible for an extension. A student who is granted an extension but is unable to complete all degree requirements by the end of his or her extension period will be dismissed from the program and may apply for readmission under the terms of the readmission policy.

Readmission (FSEHS Policy 1.06)

A student who meets the criteria for readmission (see below) may petition to be readmitted by following the Readmission Procedure 1.06P.

Readmission Following Academic Dismissal (Master's and Educational Specialist Students)

A student who is dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- A student must wait one calendar year from the date of dismissal before requesting readmission to the program.
- After being dismissed, a student may reapply to the program one time only.
- A readmitted student must begin the degree anew.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the catalog.
- Six semester hours of previously earned credits may be applied under the following conditions:
    o Credits earned within the past five years.
    o An earned grade of B or better.
    o Credits are consistent with specialization and degree requirements as stated in the current catalog.

Readmission Following Academic Dismissal (Doctoral Students)

A doctoral student who is dismissed for academic reasons is ineligible for readmission.

Readmission Following Expiration of Extension for Degree Completion (Master's, Ed. Specialist, and Doctoral Students)

A student who is dismissed for exceeding their time limit for degree completion may reapply to the program under the following conditions:

- After being dismissed, a student may reapply to the program one time only.
- A readmitted student must begin the degree anew.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog.
- Six semester hours of previously earned credits may be applied under the following conditions:
    o Credits earned within the past five years.
    o An earned grade of B, Pass, or better.
    o Credits are consistent with specialization and degree requirements as stated in the current catalog.
- A student requesting readmission must follow the steps outlined in the Readmission Procedure 1.06p.

Readmission Procedure

A.   Students who meet the criteria for readmission may reapply to the program by submitting a completed admissions application, $50.00 application fee, and related documents, to the following address:

Nova Southeastern University
Fischler School of Education and Human Services
Enrollment Processing Services (EPS)
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, FL 33329

B.   Upon receipt of the admissions application, the application will be reviewed by a representative in the FSEHS Admissions Department to determine student eligibility based on reason for dismissal.
C.   Applicants who have been accepted will be notified of their admissions status via U.S. Mail.

Registration Policies/Procedures

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class and receive a grade. Students should register at the beginning of the fall, winter, and summer terms for all courses they plan to take during a given term. Students should not register for part of a term. Registering for the entire term allows the NSU Office of Student Financial Aid to properly process and disperse the student's financial aid.

Web registration is available through the Student Information System at *http://webstar.nova.edu/*. In order to access your information and register for classes, you will need your NSU ID and a PIN. You should have received your PIN via regular mail after you were officially admitted to the university. If you need to receive a PIN, or if you have misplaced your PIN, you can contact the PIN Specialist by calling (954) 262-4850 or 800-541-6682, ext. 4850, on weekdays between 8:30 a.m. and 5:00 p.m. (Eastern Time) or via email at *pinhelp@nsu.nova.edu*. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student.

Reinstatement Policy (FSEHS Policy 1.07)

A student who withdraws or fails to enroll for one year or more (i.e., does not register), may request reinstatement to his/her program of study by following Reinstatement Procedure 1.07P.

The following conditions will apply upon reinstatement:

- A reinstated student will be subject to the terms and conditions in effect at the time of reinstatement, as set forth in the catalog, to include guidelines, policies, procedures, requirements, curriculum, tuition, and fees.
- Credits previously earned at NSU will apply as long as they are consistent with the curricular requirements in place at the time of reinstatement.
- A graduate student must re-enter the program at a point that will allow for completion of all degree requirements within the program's established timeframe, based on his/her initial term of enrollment; otherwise, reinstatement will be denied.

Reinstatement Procedure

A. A student who wishes to apply for reinstatement must submit a completed Admission Application, Application Fee, letter of intent to re-enroll, and related documents. Admission Applications and related documents must be mailed to the following address:

PALS, UTEP, and Career Students
(main campus, undergraduate day students)
Nova Southeastern University
Farquhar College of Arts and Sciences
Office of Admissions
Mailman-Hollywood Building, Room 200
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314-7796

All other FSEHS Students
Nova Southeastern University
Fischler School of Education and Human Services
Enrollment Processing Services (EPS)
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, FL 33329

B. Upon receipt, the admissions application will be reviewed by the Admissions Department in order to determine student reinstatement eligibility.
C. The Admissions Department will either grant or deny reinstatement to the student, based on his/her eligibility.
D. Applicants who have been reinstated will be notified of their Reinstatement status via U.S. Mail.

Student Conduct and Academic Responsibility

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university community will not be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

Any violations of the *Code of Student Conduct and Academic Responsibility* and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, or university procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate.

Changes to the *Code of Student Conduct and Academic Responsibility* will be posted on the student affairs Web site. Students are required to be familiar with university rules and policies, as well as the Code of Student Conduct and Academic Responsibility. Students should refer to Nova Southeastern University's student handbook for a complete list of student conduct standards.

Transcript Issuance

Students are eligible for graduation when they meet the requirements listed in the Student Catalog in effect when they entered the university. Degrees are conferred once per month, by the university's Board of Trustees once students have met all the criteria for graduation from their designated program of study. Once degrees have been conferred, transcripts showing the awarding of the degree are sent to students, and diplomas are printed and sent to students by mail.

Withdrawal

Course Withdrawal Policy

FSEHS graduate students and AA/ECE students may withdraw from a course, lab, or externship up to the last week of the semester. Students dropping a course/class must obtain and complete a Student Transaction Form (STF) (*www.schoolofed.nova.edu/common/pdf/sso/student_transaction.pdf*). The completed form must be submitted to the FSEHS Registration Department. The student will be assessed tuition for each week of the semester prior to withdrawal, in accordance

with the Tuition Refund Policy in effect for their program of study. UTEP students should follow the course withdrawal procedures in place for Farquhar College of Arts and Sciences students.

Academic Withdrawal from Program (FSEHS Policy 1.05)
Any student who encounters a temporary personal or professional situation that prohibits his/her continued enrollment may withdraw from his/her program of study by following the Academic Withdrawal procedure 1.05P. Students may withdraw one time only. Students are not eligible for academic services from faculty or staff during the period of academic withdrawal.

Additional stipulations regarding academic withdrawal:

- Withdrawals do not suspend the time limit for degree completion.
- Students are advised to consult the financial aid office concerning possible ramifications for eligibility during periods of non-enrollment.

Please note: Students who wish to be considered for reinstatement should refer to FSEHS Reinstatement Policy 1.07 and procedure 1.07P.

Academic Withdrawal from Program – Procedure
Students who wish to withdraw from their program of study must follow the procedure outlined below:

A. Students must submit a request for program withdrawal. Undergraduate Teacher Education Program (UTEP) students are required to submit their request, in writing, to their enrollment services representative; the enrollment services representative will forward the student's request to the Office of Enrollment Services. All other FSEHS students must notify the Office of Enrollment Services, in writing, of their intent to withdraw from their program of study. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program name, effective date for program withdrawal, and cluster number (if applicable).

    Contact Information:

Off-campus UTEP Students:	Main-campus UTEP Students:
Nova Southeastern University	Nova Southeastern University
Fischler School of Education and Human Services	Farquhar College of Arts and Sciences
Office of Enrollment Services	Office of Admissions
Attention: Admissions Department	Attention: Admissions Department
1750 NE 167th Street	3301 College Age
North Miami Beach, FL 33162	Ft. Lauderdale, FL 33314
Email: admitteam@nsu.nova.edu	Email: ncsinfo@nsu.nova.edu

All other FSEHS students:
Nova Southeastern University
Fischler School of Education and Human Services
Office of Enrollment Services
Attention: Admissions Department
1750 NE 167th Street
North Miami Beach, FL 33162
Email: admitteam@nova.edu

1. Upon receipt of written notification from the student, the Admissions Department will process the program withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the transaction.

2. The Admissions department will send official program withdraw notification to the student via U.S. mail and NSU email.

3. A copy of the program withdrawal letter will be sent to the Enrollment Processing Services (EPS), placed in Banner, and in the student's academic file.

B. Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must drop those courses by following the Course Withdrawal Procedure.

Administrative Withdrawal from Program (FSEHS Policy 1.03)
FSEHS will initiate the administrative withdrawal of a student from their program of study if any of the following situations occur:

- Students who fail to enroll (i.e., do not register) for one year or more will be administratively withdrawn from the program.
- Students who fail to honor NSU financial obligations will be administratively withdrawn after 90 days of nonpayment.

Please note: Students who are administratively withdrawn are not eligible to receive a tuition refund.

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process for Doctoral, Educational Specialist, Master of Science, Master of Arts, and Associate of Arts students may be obtained through the FSEHS Office of Student Judicial Affairs via email at frivera@nsu.nova.edu.

Doctoral Students (FSEHS Policy 3.05)

The doctoral studies appeal process for the Fischler School of Education and Human Services (FSEHS) is intended to provide a formal means of resolving differences between students and the administration or faculty. The proper protocol for addressing perceived discrepancies involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

- For disagreements over a *final course grade* or *other academic matter*, first consult the course professor. If the disagreement persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing the attached *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration by the committee.

A. A three-member committee consisting of a doctoral enrollment counselor, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

   1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable timeframe for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

      a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FSEHS. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

      b. Should the committee's decision favor the student, one of the following measures will ensue:

         - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

         - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

   2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable timeframe for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

      a. Should the committee's decision favor the student, one of the following measures will ensue:

         - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

         - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable timeframe for a written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.

C. Written notification of the committee's decision is provided within a reasonable timeframe of its review via first-class U.S. mail.

1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

a. When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.

2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSEHS Office of Student Judicial Affairs.

1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

a. Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision.

2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Educational Specialist, Master of Science, Master of Arts, and Associate of Arts Students (FSEHS Policy 3.04)
The appeal process for Educational Specialist, Master's and Associate of Arts students of the Fischler School of Education and Human Services (FSEHS) is intended to provide a formal means of resolving differences between students and the administration or faculty. The proper protocol for addressing perceived discrepancies involves first utilizing the following informal measures:

• For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

• For disagreements over a *final course grade* or *other academic matter*, first consult the course professor. If the disagreement persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing the attached *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration.

A. A three-member committee consisting of an enrollment student representative, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the beginning/end of each month, or as needed, to review appeals. Neither students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable timeframe for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and

FSEHS. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

    b. Should the committee's decision favor the student, one of the following measures will ensue:

- The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

- If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable timeframe for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

    a. Should the committee's decision favor the student, one of the following measures will ensue:

- The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

- If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable timeframe for the program's written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.

C. Written notification of the committee's decision is provided within a reasonable timeframe of its review via first-class U.S. mail.

1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

    a. When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.

2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSEHS Office of Student Judicial Affairs.

1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

    a. Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision.

2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Undergraduate Students
A student placed on suspension or dismissed will be sent a letter to his/her local address. The student will have until the deadline specified in the dismissal or suspension letter to appeal to the Academic Progress Committee. The committee includes faculty members from each academic division, a representative Enrollment Services Representative, and a representative from Academic Services. The committee reviews appeals for suspension and dismissal. Notification of decisions will be sent to the address given in the appeal letter. For more information, the student may contact an Enrollment Services Representative or the assistant director for student services in the Office of the Dean.

Grievance Procedures

Forms for initiating a formal grievance may be obtained through the FSEHS Office of Student Judicial Affairs via email at frivera@nsu.nova.edu.

Doctoral, Educational Specialist, Master's, and Associate of Arts Students (FSEHS Policy 3.06)
The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty are encouraged to informally resolve disputes prior to instituting a formal grievance.

A. Any student who has a grievance concerning an administrative action or a member of the faculty or staff shall file such a grievance in writing with the Director of Student Judicial Affairs within fifteen (15) days from the date of the action taken against him/her. The written grievance shall contain a short and concise statement of all relevant facts and the relief sought on forms available from the Judicial Affairs Office.

B. Upon receipt of a written grievance, the Director of Student Judicial Affairs shall request proof supporting the grievance and request a response with supporting evidence from the party against whom the complaint has been filed. An Administrative Review Panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed, or whether additional action will be taken.

The student may be present for the grievance review via a telephone conference call for a limited time to address the Administrative Review Panel and answer questions from panel members; no other person may participate or listen-in on the conference call. Neither students, nor the party against whom the complaint has been filed, may attend the review in person.

1. If the Administrative Review Panel decides that further inquiry should be made, the Director of Student Judicial Affairs may then invoke one of the following procedures:

   a. <u>Informal Resolution Procedure</u>: The Director of Student Judicial Affairs may informally meet with all parties and try to resolve the issues raised.

   b. <u>Formal Resolution Procedure</u>: If the Director of Student Judicial Affairs is unable to informally resolve the issue, then a Grievance Committee will be convened to make a final determination of the issue.

2. The Grievance Committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center administrator of Nova Southeastern University. The third member will have no immediate knowledge of the facts of the dispute.

3. The parties will attend the Grievance Hearing before the panel at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours. There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure.

   The Grievance Committee Hearing shall be subject to the following procedures:

   a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.

   b. A majority vote of the committee shall be determinative.

   c. The committee may not substitute its judgment for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may only recommend to uphold or reverse the Program's decision. In the event the Committee reverses the Program's decision, the administrator (i.e., director, dean or designee) shall fashion a remedy consistent with sound academic principles which shall be final. The committee may not address sanctions, which are wholly within the administrator's discretion.

   d. The committee shall render its decision in writing on forms provided.

   e. The committee shall be obliged to render a decision within (14) fourteen calendar days following the close of the hearing.

4. The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee's decision by certified mail to their last official address.

5.   Venue shall lie in Broward County, State of Florida, for any and all Fischler School student disputes, grievances or appeals.

Note for Residents of Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: http://azppse.state.az.us.

Note for Residents of South Carolina: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The student must contact the Commission for further details. The Commission's address is 1333 Main Street, Suite 200, Columbia, SC 29201; phone # 803-737-2260.

Undergraduate Students Administrative Grievance Procedure
Step One:
The student will discuss the grievance within the term of the grievable event with their Enrollment Services Representative (ESR).

Step Two:
A. If the student and the Enrollment Services Representative do not satisfactorily resolve the issue, the student should schedule an appointment with Assistant Director of the program for guidance in submitting a formal complaint in writing, using a student action form.

B. Students must access the *www.undergrad.nova.edu/online/saf.cfm* Web site and carefully read and be aware of the "Consequences of Enrollment Change" prior to submitting a grievance.

C. Students will need to provide the following information in writing to their Enrollment Services Representative:
- Student Name, Student ID, Major/Program/Site Location, Day/Evening Phone Number, Address, and NSU email.
- Action Requested: A complete and thorough explanation should be included with specifics on term and course information, or refer to pages in the College of Arts and Sciences Catalog of the policy in question.
- The Problem: Provide an explanation of the problem and include any pertinent documentation (registration forms, letters, medical verification, emails).
- Prior Action Taken: Include the names of all individuals contacted and their department affiliations.

D. It is essential that students maintain copies of any emails, medical documentation, etc. sent to ESRs or other NSU personnel requesting changes or adjustments to their student record.

E. The student action form must be submitted to the student's Enrollment Services Representative and will be reviewed by the academic director for a decision.

F. When the grievance is received in the Office of Operations, students will be sent a receipt confirmation via their NSU email. When a decision is made, students will be sent an email notifying them that the signed student action form will be mailed to their address on record.

Step Three:
A. If the issue is not satisfactorily resolved after the decision is received as the result of processing the Student Action Form, the student should contact the Associate Dean for Undergraduate Studies at FSEHS for guidance regarding procedures for the appeals process.

B. After contacting the Associate Dean for Undergraduate Studies, the student will be sent a letter outlining the information to be compiled and included in the appeal to the associate dean.

C. Students will be sent a reply, in writing, after the appeal is reviewed.

Step Four:
A. If, after receiving the associate dean's decision, the issue is still not resolved, the student may then appeal in writing to the Dean of Academic Affairs for FSEHS.

B. The dean's decision is final and binding and cannot be appealed.

Undergraduate Students Academic Grievance Procedure
Step One:
The student will discuss the grievance within the term of the grievable event with the instructor related to the grievable event.

Step Two:
A. If the student and the instructor do not satisfactorily resolve the issue, the student should schedule an appointment with his or her Enrollment Services Representative (ESR) for guidance in submitting a formal complaint in writing, using a student action form.

B. Students must access the *http://www.undergrad.nova.edu/currentstudents/saf.cfm* Web site and carefully read and be aware of the "Consequences of Enrollment Change" prior to submitting a grievance.

C. Students will need to provide the following information in writing to their ESR:
- Student Name, Student ID, Major/Program/Site Location, Day/Evening Phone Number, Address, and NSU email.
- Action Requested: A complete and thorough explanation should be included with specifics on term and course information, or refer to pages in the College of Arts and Sciences Catalog of the policy in question.
- The Problem: Provide an explanation of the problem and include any pertinent documentation (registration forms, letters, medical verification, emails).
- Prior Action Taken: Include the names of all individuals contacted and their department affiliations.

D. It is essential that students maintain copies of any emails, medical documentation, etc. sent to their ESR or other NSU personnel requesting changes or adjustments to their student record.

E. The student action form must be submitted to the student's Enrollment Services Representative (ESR) and will be reviewed by the academic director for a decision.

F. When the grievance is received in the Office of Operations, students will be sent a receipt confirmation via their NSU email. When a decision is made, students will be sent an email notifying them that the signed student action form will be mailed to their address on record.

Step Three:
A. If the issue is not satisfactorily resolved after the decision is received (as the result of processing the student action form) the student should contact the Office of Operations at (954) 262-8143 or 800-338-4723, ext. 8143, or email berner@nova.edu for guidance regarding procedures for the appeals process.

B. After contacting the Office of Operations, the student will be sent a letter outlining the information to be compiled and included in the appeal to the associate dean at the Farquhar College of Arts and Sciences. If the issue concerns the fairness of a grade, the student will not be permitted to proceed any further with the grievance procedure unless evidence of discrimination or a violation of the student's rights can be presented.

C. Students will be sent a reply, in writing, after the appeal is reviewed.

Step Four:
A. If, after receiving the associate dean's decision, the issue is still not resolved, the student may then appeal in writing to the dean of the Farquhar College of Arts and Sciences.

B. The dean's decision is final and binding and cannot be appealed.

NSU Campus Locations

Main Campus
3301 College Avenue
Fort Lauderdale, FL 33314-7796
800-541-NOVA (6682)
nsuinfo@nsu.nova.edu

East Campus
Graduate School of Humanities and Social Sciences
3100 SW 9th Avenue
Fort Lauderdale, FL 33315-3025
800-262-7978
shss@nsu.nova.edu

Oceanographic Center
8000 North Ocean Drive
Dania Beach, FL 33004-3078
800-39-OCEAN
imcs@nsu.nova.edu

North Miami Beach Campus
Fischler School of Education and Human Services
1750 NE 167th Street
North Miami Beach, FL 33162-3097
800-986-3223
fgseinfo@nsu.nova.edu

NSU Student Educational Centers/Instructional Sites

Bahamas
Yamacraw Hill Road - St. Andrews School
P.O. Box EE 15958
Nassau, Bahamas
(242) 364-6766
nsu-bahamas@nsu.nova.edu

Jacksonville, Florida
6675 Corporate Center Parkway, Suite 115
Jacksonville, Florida 32216
(904) 245-8900
nsu-jacksonville@nsu.nova.edu

Jamaica
(876) 978-3311
nsu-jamaica@nsu.nova.edu

Las Vegas, Nevada
8945 West Russell Road, Suite 170
Las Vegas, Nevada 89148
(702) 943-3450
nsu-lasvegas@nsu.nova.edu

Miami-Kendall, Florida
8585 SW 124th Avenue
Miami, Florida 33183
(305) 274-1021
800-541-6682
nsu-miami@nsu.nova.edu

Orlando, Florida
4850 Millenia Blvd.
Orlando, FL 32839
(407) 264-5600
nsu-orlando@nsu.nova.edu

Southwest, Florida
Cape Coral, Ft. Myers, Naples
(239) 267-6278
(800) 541-6682
nsu-swflorida@nsu.nova.edu

Tampa, Florida
9503 Princess Palm Avenue
Tampa, Florida 33619
(813) 393-4999
nsu-tampa@nsu.nova.edu

West Palm Beach, Florida
3970 RCA Boulevard, Suite 7000
Palm Beach Gardens, Florida 33410
(561) 622-7018
nsu-westpalmbeach@nsu.nova.edu

Bachelor of Science in Education

The program goals/learning outcomes for the following Bachelor of Science in Education programs have been revised.

Program Goals/Learning Outcomes

B.S. Elementary Education

The B.S. Program with specialization in Elementary Education is committed to preparing teachers, grades K-6, who will demonstrate the following learning outcomes:

- The preservice teacher will demonstrate appropriate teaching behaviors, including learning accommodations for students with various needs, including Exceptional Student Education (ESE), students with Limited English Proficiency (LEP), Drop-Out Prevention (DOP), and learning styles/multiple intelligences.

- Identify motivational strategies and factors that encourage students to be achievement and goal oriented.

- Choose effective communication techniques for conveying high expectations for student learning.

- Demonstrate effective teaching techniques and positive student interaction.

- Apply learning theories and principles to teaching situations.

- Integrate the various levels of the cognitive and affective domains into lesson plan objective writing, being mindful to foster students' critical and creative thinking.

- Establish the scope and sequence of lesson objectives and plans, determining the instructional long-term goals and short-term objectives appropriate to students' needs for specific content.

- Select, develop, sequence, and adapt learning activities and materials that support the knowledge, skills, and attitudes to be learned in a given subject area.

- Demonstrate content and subject matter knowledge (e.g., math, science, history, geography, economics, political science, reading, TESOL, etc.)

- Determine how to administer tests and alternative assessments properly and how to use the results effectively, including their potentialities and limitations.

B.S. Exceptional Student Education

The preservice teacher will:

- Identify state and federal legislation and case laws that have shaped the field of special education.

- Identify appropriate practices that are based on legal and ethical standards.

- Identify and demonstrate knowledge of the following: due process, procedural safeguards, confidentiality, least restrictive environment, free appropriate education, transition planning.

- Demonstrate knowledge of the Individual Educational Plans, Individual Family Service Plan and Transition Plans.

- Display knowledge of the classification system and eligibility under the Individual Disability Education Act (2004).

- Identify models of support (e.g., co-teaching, cooperative learning, accommodations, modifications) for students with special needs in the general education curriculum.

- Identify the purpose and legal requirements of assessment of students with disabilities.

- Interpret, analyze and apply the results of formal and informal assessments for typical and atypical learners.

- Develop and implement effective individual and classroom behavior management plans.

- Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community.

- Identify resources and strategies to assist students to develop desired post school outcomes to function effectively in a variety of environments to which they will be transitioning.

- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.

- Demonstrate knowledge of current research influencing exceptional education practices.

B.S. Prekindergarten/Primary Education

The BS Program with specialization in Prekindergarten/Primary Education is committed to preparing early childhood teachers who will demonstrate the following:

- Become an effective early childhood professional dedicated to serving children and their families.

- Apply developmental and professional knowledge to meet the needs of each and every child and their families under their care and education.

- Demonstrate knowledge and show respect about the diverse needs of children and their families.

- Plan developmentally appropriate curricular experiences based on current research and theoretical knowledge about child development and teaching.

- Exhibit awareness about current national and state standards and legislation pertinent to early childhood education.

- Respond to the developmental and instructional demands of children with special needs.

- Provide effective instructional strategies to meet the needs of young children who are English language learners (ELL).

- Create an appropriate learning environment that promotes children's physical, socioemotional, and cognitive development.

- Exhibit and apply knowledge and experience about family and community characteristics to address their needs and demands.

- Use current knowledge about fair and developmentally appropriate assessment strategies and procedures with children.

- Demonstrate research-based knowledge about programs, curricular practices, and services for young children at the local, state, and national level.

- Know how to effectively select and use developmentally appropriate technology as a resource for classroom instruction and communication.

- Demonstrate knowledge about the role and application of ethical standards in early childhood education.

- Become an advocate for children and their families.

- Show commitment to improving knowledge about practices in early childhood education through involvement in professional activities

Educational Specialist

The program goals/learning outcomes for the Educational Specialist programs have been revised.

Program Goals/Learning Outcomes

Before the point of graduation, Educational Specialist students will provide evidence of:

- Demonstration of the professional practices aligned with the Educator Accomplished Practices / INTASC Core Standards at the preprofessional level.

- The ability to use research, assessment data, and research methodology in decision making for school change.

- The ability to understand and be able to implement multiple instructional designs to support the learning needs of a diverse student population.

- Competencies to evaluate strategies of teaching and learning that ensure the success of all students.

- Proficiency in using advanced technology to deliver best practices in instruction.

International Programs – Master of Science in Education

The Master of Science in Education with specializations in (1) Curriculum, Instruction, and Technology and (2) Teaching English to Speakers of Other Languages is being offered in the Dominican Republic.

Programs of Study

Curriculum, Instruction, and Technology

EDU	5000	Orientation to the Graduate Teacher Education Program	0
APR	681	Practicum Seminars	0
CIT	502	Research in Education: Process and Application	3
CAE	502	Internet for Educators	3
CAE	500	Introduction to Media and Instruction	3
CAE	504	Web Authoring I: Introduction to Webpage Development	3
INED	691	Applied Research Practicum	3
APR	682	Practicum Seminars	0
CIT	500	Theories of Learning	3
CIT	501	Curriculum and Instruction	3
CIT	503	Assessment of Learning	3
APR	683	Practicum Seminars	0
ETEC	602	Technology and School Curriculum	3
CAE	503	Internet for Educators: Applications for Instruction	3
CIT	609	Special Topics in Curriculum Design	3
CAE	6100	Classroom and Clinical Applications of Assistive Technology	3
APR	684	Practicum Seminars	0
INED	692	Action Research Practicum	3
CIT	610	Special Topics in Curriculum Design	3
APR	685	Practicum Seminars	0
		Total Credits Required for Degree Completion	**42**

Teaching English to Speakers of Other Languages (TESOL)

EDU	5000	Orientation to the Graduate Teacher Education Program	0
TSOL	500	Foundations of Bilingual Education	3
TSOL	580	Dual Language Classrooms	3
TSOL	515	Curriculum Development for TESOL	3
APR	681	Practicum Seminar 1	0
TSOL	547	Testing and Evaluation of ESOL	3
RED	560	Literature for Children & Adolescents	3
APR	682	Practicum Seminar 2	0
INED	691	Action Research Practicum I	3
TSOL	562	Cultural and Cross-Cultural Studies	3
APR	683	Practicum Seminar 3	0
TSOL	567	Applied Linguistics	3
CUR	526	Educational Research for Practitioners	3
TSOL	575	Critical Issues in TESOL	3
ETEC	602	Technology and School Curriculum	3
APR	684	Practicum Seminar 4	0
TSOL	569	Methods of Teaching English to Speakers of other Languages	3
TSOL	699	Applied Professional Experience in TESOL	3
INED	692	Action Research in Practice	3
APR	685	Practicum Seminar 5	0
		Total Credits Required for Degree Completion	**42**

Appeal and Grievance Procedures

The following Student Appeal Process for SLCD students has been added to the FSEHS Catalog and Student Handbook. Student Appeal Processes for all other FSEHS students remain as before.

Student Appeal Process

Speech-Language and Communication Disorders (SLCD) Students

Students who have been dismissed from the program have the right to petition for reinstatement. An appeal to overturn the dismissal must be submitted in writing within 15 days of receipt of the certified mail advising the student of dismissal. The appeal should be addressed to the chair of the Student Professional and Academic Review Committee (SPARC) and should include the student's rationale for reinstatement. The SPARC, which is composed of departmental faculty, will review the appeal and render a decision. The student will be notified by the chair of SPARC by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, the student may address a second written appeal to the Associate Dean of the Programs in Speech-Language and Communication Disorders (SLCD). This letter must be received within 15 days of receipt of the SPARC's decision. The Associate Dean will render a decision and the student will be notified of the decision by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, a third and final appeal process may be initiated through the Office of Student Judicial Affairs. The student may file a grievance within 15 days of receipt of the Associate Dean's decision. The grievance will undergo a review by Committee and the student will receive written notification of the decision.

The responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities.

FSEHS Policies and Procedures

The following academic policies have been included in the FSEHS catalog.

Academic Probation—M.A., M.S., Ed.S. Students
- Students must maintain minimum academic requirements for retention in FSEHS (3.0 cumulative GPA).
- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students have one term (defined as one [1] 16-week session or two [2] consecutive eight [8] week sessions) in which to clear probation.
- Students who fail to clear probation are subject to dismissal. Notification of dismissal may occur during the succeeding term of registration, whereby students may be administratively withdrawn from courses in progress.
- Students previously placed on probation will be subject to dismissal should their GPA fall below a 3.0 a second time (students are limited to one [1] probationary period only).

Retention and Dismissal—Ed.D. Students
No more than one (1) failing grade is permitted for retention in FSEHS (includes failing grades in courses successfully repeated). Students earning a second failing grade will be subject to dismissal for unsatisfactory academic progress. Notification of dismissal may occur during the succeeding term of registration, whereby students may be administratively withdrawn from courses in progress. A final course grade of "B" or better (3.0 on a 4.0 scale) represents a passing grade; a final course grade lower than a "B" represents a failing grade.